



**California State University
Dominguez Hills**

College of Education

Self-Study Report

for

Administrative Service Credentials

Preliminary Services Credential

Submitted for Review to

Committee on Accreditation

California Commission on Teacher Credentialing

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TABLE OF CONTENTS

	PAGE
Category I Program Design and Curriculum.....	4-23
Standard 1 Program Design, Rationale and Coordination.....	4
Standard 2 Development of Professional Perspectives.....	11
Standard 3 Curriculum, Instruction, and Assessment.....	15
Standard 4 Administrative Concepts and Management Strategies.....	18
Standard 5 Role of Schooling in a Democratic Society.....	21
Standard 6 Working with Diverse Population.....	23
Category II Field Experiences.....	24-28
Standard 7 Nature of Field Experiences.....	24
Standard 8 Guidance, Assistance and Feedback.....	27
Category III Domains of Candidate Competence and Performance.....	29-54
Standard 9 Educational Leadership.....	33
Standard 10 Organizational Management.....	37
Standard 11 Instructional Program.....	39
Standard 12 Management of Schools.....	42
Standard 13 Human Resource Administration.....	44
Standard 14 Fiscal Resource and Business Service Administration.....	45
Standard 15 Legal and Regulatory Applications.....	46
Standard 16 Policy and Political Influences.....	48
Standard 17 School and Community Collaborations.....	49
Standard 18 Use of Technology.....	51
Standard 19 Determination of Candidate Competence.....	53
Appendices.....	55-113

Educational Administration Program Course Offerings

Below is a list of Tier I Preliminary Credential Program course requirements. This course list is presented at this time for the reader's reference ease.

Masters in Education, Educational Administration

- GED-500 - Research Methods in Education (3)**
- GED-501 - Seminar in Learning and Development (3)**
- GED-503 - Socio-Cultural Issues in Education (3)**
- EAD-506 - Law and Ethics in Public Education (3)**
- EAD-514 - Administrative Personnel Seminar (3)**
- MUL-520 - The Teaching of English to Speakers of Other Languages (3)**
- TBE -550 - Computer-Managed Instruction (3)**
- EAD-570 - Supervision of Instruction (3)**
- EAD-571 - School Management and Finance (3)**
- EAD-574 - Governance and Politics of Education (3)**

Preliminary Credential, Tier I

- GED-503 - Socio-Cultural Issues in Education (3)**
- EAD-506 - Law and Ethics in Public Education (3)**
- EAD-514 - Administrative Personnel Seminar (3)**
- MUL-520 - The Teaching of English to Speakers of Other Languages (3)**
- SPE-524 - Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities (3)**
- TBE -550 - Computer-Managed Instruction (3)**
- EAD -570 - Supervision of Instruction (3)**
- EAD -571 - School Management and Finance (3)**
- EAD -574 - Governance and Politics of Education (3)**
- EAD -593 - Internship in School Administration and Supervision (3,3)**
(2 separate semester courses for a total of 6 units on transcripts)

CATEGORY I

Program Design and Curriculum

STANDARD 1

Program Design, Rationale and Coordination

The program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Program Design

The Master of Arts in Educational Administration Option and the California Preliminary Administrative Services programs (ED AD programs) are based upon the philosophical foundations that undergird the field of school leadership. Our programs have been designed and organized according to guidelines and standards established by the National Policy Board for Educational Administration (NPBEA), the California Commission on Teacher Credentialing (CCTC), and the Interstate School Leaders Licensure Consortium (ISLLC) of the Council of Chief State School Officers. Our programs are implemented at California State University, Dominguez Hills (CSUDH) in a manner that promotes the spirit of the CSUDH College of Education vision statement, which affirms that we “maintain a model of collaborative, urban educational excellence, recognized for preparing teachers, administrators, counselors, and other specialists who work effectively with a variety of learners from diverse backgrounds.” Our ED AD programs embrace the training of school leaders as an integral part of the institution’s commitment to “academic excellence and social responsibility,” in educating all advanced students, provided in a multicultural environment that fosters self-esteem, and an understanding, and appreciation of the diversity represented in the CSUDH service area. The prime function of our programs is to prepare school leaders for a life of service. According to Fullan (2001), the most fundamental principle of school leadership is that all learning, both organizational and individual, is a continual process of ‘creating meaning’. The task, then, for the CSUDH ED AD faculty is to prepare high quality administrative preparation programs whose philosophy for preparing school leaders is grounded in the improvement of relationships between all involved and focused on the development of a “capacity to learn,” for both the organization and individuals.

Our program ensures that all students/candidates will be provided with an opportunity to truly achieve the goals and objectives consistent with the seven knowledge based domains of the field of educational administration and the 32 competencies associated with mastery of the requisites for our field of practice. The CSUDH ED AD organizational pattern for instruction insures the development of school leadership practitioners who are capable of promoting alignment and connectedness for continual improvement for living in this democracy.

Students/Candidates complete a balanced sequence of courses and experiences that include knowledge about our specialization and professional education as they relate it to the realities of practice at the school, district, and state levels. The ED AD master students are required to take three core courses, (nine units of graduate credit), which provides the students/candidates with course work in methods of research (assessment and evaluation), educational psychology (human growth and development theories), and socio-cultural issues in education. The core courses enable students/candidates to develop an understanding of structure, skills, concepts, ideas, values, facts, and methods of inquiry that constitute a program of professional preparation. Assessment and evaluation are integrated throughout the ED AD Tier I Administrative Services credential program obviating the need for a separate course; therefore, these candidates are required to take the educational psychology and socio-cultural courses.

In addition to the two/three core courses, there is a sequence of seven content courses and two semesters of the fieldwork experience that support and integrate theory and practice within the field of educational administration. The coursework presents the knowledge and skills and defines performance in accordance with NPBEA, CCTC, and ISLLC standards. The chart on the following page depicts the traditional sequence of course design.

The sequencing of courses can be useful, and in most cases is a virtual necessity; but the research emphasizes that there is no single best way of ordering all courses to be taken in school leadership. The CSUDH ED AD faculty makes use of this guidance from the literature as an opportunity to individualize a program of study for each student/candidate, while at the same time, adhering to the standards set forth by the associations that govern our field.

California State University Dominguez Hills

College of Education
Division of Graduate Education

Educational Administration Program Course Sequence Outline

SEMESTER	COURSE Content Domains of Leadership	COURSE Content Domains of Leadership
Semester # 1	EAD 506 <i>Philosophical values, Ethics, Leadership, Legal judgment, Curriculum Design</i>	GED 501 <i>Leadership, Motivating others, Sensitivity, Oral expression, Written expression, Curriculum design</i>
Semester # 2	EAD 514 <i>Leadership, Problem analysis, Public and media, Curriculum design</i>	TBE 550 <i>Leadership, Assessment, Information collection, Measurement and evaluation, Curriculum design</i>
Semester # 3	EAD 574 <i>Leadership, Delegation, Student guidance and development, Curriculum design</i>	EAD 593S <i>Assessment of candidate competence</i>
Semester # 4	EAD 571 <i>Leadership, Resource allocation and implementation, Curriculum design</i>	EAD 570 <i>Leadership, Organizational oversight, Instructional program, Staff development, Curriculum design</i>
Semester # 5	MUL 520 <i>Leadership, Cultural values, Multicultural curriculum design</i>	SPE 524 <i>Leadership, Legislation and regulatory guidelines, Special Education curriculum design</i>
Semester # 6	EAD 593S <i>Assessment of candidate competence</i>	

The College of Education programs, in particular, the Educational Administration Program, are a blend of theory and practice. Course assignments and projects are connected to K-12 classrooms and the greater school picture. Additionally, through practica in school districts and other community agencies, all COE students are provided with opportunities to apply theoretical issues in challenging practical settings.

The Educational Administration Program integrates the COE Knowledge Base into all its course syllabi and includes the following elements:

- Scholarly inquiry about education for living in a democratic society, the values and ethics this involves, and the structures that support it (Darling-Hammond; Dreikurs; Dewey; Gilligan; Glasser; Goodlad; Kohlberg).
- Research-based approaches to ensure good teaching and learning that include experiential and collaborative approaches, cooperative learning, and methods which foster higher-order thinking skills (Beyer; Bloom; Gordon; Johnson & Johnson; Rosenshine; Slavin); integration of curriculum that presents a balance between history and contemporary contributions and between research, theory, and practice (Adler; Dewey; Eisner; Gardner; Illich; Marsh and Willis; Ornstein; Skinner); and meaningful curriculum and teaching practices which foster critical and creative thinking (Baron & Sternberg; Bruner; Dewey; Eisner; Gardner; Sizer).
- Attention to the effects of diversity, including gender, socio-economic status, culture, ethnicity, linguistic socialization, and disability (Banks; Gay; Gilligan; Gollnick & Chinn; Nieto; Ogbu; Sue); language acquisition (Cummins; Krashen; Hakuta; Heath; Wong-Fillmore); and critical theory that addresses the effects of oppression and power upon children (Freire; Giroux; Kozol; McLaren).
- Constructivist-cognitive approaches to teaching and learning and other essential constructs of good teaching that inform our practice (Ausubel; Bruner; Piaget; Vygotsky).
- Multiple methods of assessment including authentic assessment (Darling-Hammond; Gardner; Gonzalez, Brusca-Vega & Yawkey; Johnston; Linn & Gronlund; Lipson & Wixson), and the development of reflective practitioners (Ducharme & Ducharme; Eisner; Schon; Schulman).
- The use of technology to improve and manage instruction (Grabe & Grabe; Papert).
- Standards-based and performance-based approaches to teaching and learning (Garcia; Pearson; Resnick).

In addition, beyond a separate bibliography for each course, a program-reading list for Educational Administration Candidates was developed, (see appendix 6). The readings on this list will be recommended to all candidates prior to graduation and will be included in the

comprehensive examination expectations. Such theorists as Barth, Fullan, Yudof, Gardner, Sergiovanni, and many others are included on this list.

CSUDH and the local districts take pride in their partnerships. Given the close relationship of current educational administration faculty with local school administrators, close working relationships with coordinated joint efforts have been established. For example, joint national presentations are given by CUSDH faculty and local administrators in Lawndale and LAUSD, District K. The multiple perspectives of the local districts are valued, especially through the recognition of the wide range of differences in districts such as LAUSD, Wiseburn, and Lennox elementary school districts. Each district, with its unique character and needs, provides a wealth of educational program opportunities for students as well as job opportunities for diverse personalities and styles of our students. Districts work jointly with educational administration faculty when seeking candidates for “hard-to-find” jobs.

Because most Educational Administration candidates will work as leaders within the greater Los Angeles basin, one of the most diverse areas in the country, the program is dedicated to preparing its candidates to work in urban settings with culturally and linguistically diverse learners. Currently a specific course is a credential requirement, **MUL 520, The Teaching of English to Speakers of Other Languages** and in the new program, this critical component will be integrated into all course work.

Each credential candidate is required to take **TBE 550, Computer Managed Instruction**. This course is the basis for other technology related required courses. Its learning outcomes include, computer vocabulary, various operating systems, troubleshooting, designing computer workshops, utilizing computers and special needs students, technology planning, technology policies, spreadsheets, databases, PowerPoint, HyperStudio, networks, computer viruses, creating simple web pages, and web and internet tutorials.

Students may enroll in specified sections of **EAD 571, School Management and Finance**, which are taught in a computer laboratory environment. They are also exposed to data retrieval and analysis as they relate to test scores in **EAD 570, Supervision of Instruction**.

Students are also exposed to technology in a practical sense as it relates to supervision of instruction and administrative uses during the fieldwork experience.

Since the last review, the Educational Administration Program has offered six Professional Development Schools. Three cohorts were paid through a federal grant and the University sponsored three cohorts. The federal grant is entitled, The School Leadership Grant, and was funded in the amount of \$1.3 million over a three-year period. The first and second grant cohorts have completed their course work for their master degree and/or credential requirements. The third cohort is in progress. (Please see Standard 16 for further information about this grant.) Three additional cohorts were offered, paid through the University general funds and sponsored by the University.

The cohorts were located in the Long Beach Unified School District, Compton Unified School District in 2003-2004, and the third was in the Los Angeles Unified School District, Local District K, in 2002. These Professional Development Schools were offered in addition to the traditional matriculating program offered on the University campus.

Rationale

The leadership community in contemporary America embraces quite disparate traditions. School leadership has meant and means a myriad of things, even among school leaders themselves. School leadership in the United States is concerned with the future of this democracy. A primary reliance upon the future of this nation gives an emphasis that sets it apart from all other disciplines. Acquiring proficiency in sustaining a nation requires systematic instruction in how we see, interpret and make sense of the environment in the development of human capital. The ED AD faculty of CSUDH believes that the preparation of school leaders is concerned with fostering the values, skills and competencies that surround the creation and sustaining of this democracy. We believe that leadership is not merely created, it is valued. We further believe that leadership takes the human condition as the focus of study and that our goal is to prepare school leaders who develop their abilities to the extent that they reflect and act upon the purposes of institutions and their fellow human beings.

Coordination

The Coordinator, Educational Administration programs, in concert with the ED AD faculty, has oversight responsibilities for the three ED AD programs and provides leadership on issues related to the conduct of the programs and the progress of students/candidates.

The ED AD faculty oversees the process for planning, coordinating, and the delivery of high quality leadership programs. The ED AD faculty identify critical issues facing school leaders and develop recommendations for an effective curricular response, ensuring that the programs operate under state and university policies and guidelines.

A team approach is taken to coordinate all facets of the program. The Program Coordinator, together with faculty members, the Division Administrative Support Coordinators, the Credentials Analyst Office, the Department Chair, and other staff and faculty work collaboratively to ensure program completion and student success.

The Office of Admissions is responsible for establishing student records and preparing reports related to eligibility/transfer credit. The University Advisement Center provides academic advising and is open to everyone who has concerns about academic regulations or procedures, graduation requirements, and other issues. The Student Development Office assists students in developing skills that will facilitate attainment of education career and personal goals. The Educational Administration Program Coordinator is responsible for review of all student applications into the program and analysis of fulfillment of entrance requirements. All correspondence and in-person communication about admission requirements is administered by the Graduate Education Department Staff.

The program coordinator meets with the admissions office at least weekly at the start of the semester, and with the credentials office at the close of the semester. This provides smooth articulation for students between the program and university offices that impact their participation and completion of the program. In addition, the coordinator serves as a liaison between students and university staff, so that students' issues are directed to the appropriate office and resolved quickly. This process is expedited via email and web-based communication.

The faculty within the Educational Administrative Services Credential Program meets monthly to review students' issues and needs. Faculty members also hold office hours at times convenient for students to come to campus and speak with their advisor. These advisement sessions assist the students in their understanding of the program's curriculum, instruction and opportunities for professional development. The entire faculty plays a primary role in academic advising, and they are sensitive to the strengths and needs of students pursuing their credentials and degrees. When a pattern of issues or concerns from students emerges from advisement sessions, it is discussed at the monthly meetings.

The Educational Administration program faculty reviews the progress of the program on a bi-monthly basis. Meetings are held to exchange information regarding changes in the field and the most recent research in the field. In this way, program modifications can be made without delay. Input is received regularly from practitioners who serve on various program advisory committees.

New Program 2003-2004

The Educational Administration faculty modified the current program to align with the frameworks of the Interstate School Leaders Licensure Assessment Consortium (ISLLC) National Standards as found in the ETS publication entitled, "A Framework for School Leaders: Linking the ISLLC Standards to Practice." WestEd's publication entitled, "Moving Leadership Standards into Everyday Work" was also utilized in the program review and in development of a vision for the 2004 CSUDH Educational Administration Program. The Advisory Committee and other administrators in local districts have been consulted. All course descriptions, goals, and content were reviewed to ensure compliance with state and national standards.

Faculty members attended a meeting sponsored by the California Commission on Teacher Credentialing held December 9, 2003 at Loyola Marymount University to hear how the new Preliminary Administrative Standards will impact the CSUDH administrative services credential. As a result of this information, faculty has begun to rewrite the program so that it is consistent with the new standards.

STANDARD 2

Development of Professional Perspectives

The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services. Each candidate develops a professional perspective by examining contemporary administrative practices and schooling policies in relation to fundamental issues, theories and research in education.

Learning to reflect critically on practice is something that takes effort. In the CSUDH COE Educational Administration Program, we believe that such effort is crucial to the development of competent, highly skilled and confident school leaders. In each of the required courses, candidates are presented with an opportunity to develop/maintain a personal statement of philosophy, which can be examined and updated periodically as the person progresses through courses. Our program stresses the need for a framework of values and beliefs as a foundation for ethical and effective administrative practice. The primary goal of the activities planned under this standard is to produce credentialed school leaders who meet the expectations of the educational leadership professional community as being well prepared for commencing professional practice as school administrators, and who can articulate their professional views among their peers.

In **GED 501, Seminar in Learning and Development** and **EAD 506, Law and Ethics in Public Education**, the lectures expose our candidates to eight philosophical frameworks from which they can construct a theoretical foundation for their philosophy: (1) Idealism, (2) Realism, (3) Progressivism, (4) Liberalism, (5) Behaviorism, (6) Humanism, (7) Radicalism, and, (8) Constructivism. The goal of this approach is to provide an opportunity for our candidates to discuss the extent to which different philosophies or views of human nature affect the professional and ethical decisions adopted by a school leader.

The assignments in these courses require assessment of candidates through their demonstration of: (1) values, beliefs, and attitudes that inspire others to achieve, (2) a thorough and critical understanding of human growth, development and behavior, (3) a capacity for critical self-awareness concerning the candidate's own involvement in school leadership practice, (4) an appreciation of the limits of one's knowledge and skills and of the means available for further education and professional development, (5) an understanding of the development and implementation of local district policies and procedures, (6) an ability to identify discrete sources and types of funding, (7) an ability to create, analyze and interpret budgets, and, (8) an ability to differentiate between general budgeting and student body funding and sources.

Four types of assessment methods are typically used: (1) individual belief statements, (2) individual/group projects (graphic/visual), (3) individual/group demonstrations, and, (4) individual/group research reports.

In **EAD 574, Governance and Politics of Education**, the faculty of the CSUDH COE Educational Administration Program expresses its belief that educational governance and human development are indivisible. Through lectures, candidates are exposed to the belief that human development cannot be sustained without adequate educational governance. And, that educational governance cannot be sound or effective unless it sustains productive human development. During classroom instruction, candidates are involved in discussions which focus on the complex mechanisms, processes and institutions through which citizens and groups articulate their educational interests, mediate the differences in their educational goals and exercise their legal rights and obligations under the mandatory statutes for compulsory education. The goal of this approach is to provide our candidates with an opportunity to analyze the exercise of political, economic and educational administrative authority at all levels.

The assignments for this course require assessment of candidates by means of the extent to which they can demonstrate: (1) concepts of participatory management, (2) methods for promoting constructive interaction between educational governance, the private sector and society, (3) the manner in which educational federal, state and county offices operate, (4) an understanding of the functions of school boards, districts, and school site councils, and (5) the role of unions and professionals association in the operation of schools.

Three types of assessment methods are typically used: (1) interviews with educational governmental officials/agencies, (2) attendance/critiques of colloquia with education officials as guest speakers, and, (3) analyses of educational legislative documents.

In **EAD 571, School Management and Finance** and **TBE 550, Computer Managed Instruction**, the course lectures introduce candidates to school based management that is a strategy to improve education by transferring significant decision-making authority from federal, state and district offices to local school sites. During classroom discussions, candidates review and analyze this strategy that provides school leaders, teachers, students, and parents' greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum. The goal of this effort is to acquire an understanding of how the involvement of these key constituent groups can create more effective learning environments for children. The course on technology is an effort to promote technological literacy among educational leaders by fostering the effective utilization of instructional technology. Our primary goal of administrative proficiency with technology lies in the development and delivery of administrative skills utilizing technology as a management tool as well as an instructional component.

The assignments for this course require assessment of candidates by means of the extent to which they can demonstrate: (1) knowledge of strategies and techniques for educational planning, goal-setting and prioritizing, (2) knowledge of the selection and use of specific types of research and data collection methods, especially those related to the data requirements for meeting No Child Left Behind Act, 2002, (3) knowledge of models for office management, plant, and ancillary services, (4) the uses of computers and advance technology for instruction, (5) knowledge of approaches for conflict management and resolution ,

[Note: Technology assignments/competencies have been developed consistent with California Statute AB75; Technology Standards for School Administrators (TSSA) by the International Society for Technology in Education (ISTE) standards, (6) the knowledge of California State Assessment Program, STAR, and in particular, improvement strategies for the Academic Performance Index targets, and (7) knowledge of Coordinated Compliance Reviews.

Typically, assessment for these courses is of a practical nature, and is undertaken both individually and as a member of a team. The program uses interviews of practitioners, budget creation/analyses projects, computer program design/analysis, and technology staff development projects.

In **EAD 514, Administrative Personnel Seminar** and **EAD 570, Supervision of Instruction**, the faculty of the CSUDH COE Educational Administration Program presents our candidates with issues of instructional leadership and supervision within a classroom and the entire school site. Attracting the most qualified employees and matching them to the positions for which they are best suited is important for the success of any educational endeavor. The human resource management function is the link between administration, instruction and instruction support services. Today, the human resource management component is increasingly associated with the development and implementation of strategic plans. During the process of examining theory, research, and practice about instructional leadership, candidates will learn fourteen (14) different models of supervision, which provides them with a model for evaluating every type of employee on a school site: (1) Teacher Trait Model, (2) Teaching Process Model, (3) Instructional Objectives Model, (4) Teacher Performance Model, (5) Peer Supervision Model, (6) Self-Supervision Model, (8) Student {Client} Model, (9) Parent [Client] model, (10) Extracurricular Program Employee Model, (11) Administrator Model, (12) Support Staff Model, (13) Student Teacher Model, and, (14) Substitute Model.

The goal of this approach is to provide opportunities for candidates to acquire a range of professional interpersonal skills. The growing diversity of the workforce requires interactions and supervision of individuals with various cultural backgrounds, levels of education, and experience.

The assignments for these courses are designed to lead to the development of abilities that enable our candidates to cope with conflicting points of view, function under pressure, and demonstrate discretion, integrity, and fair-mindedness, in the operation of schools. Further, they must demonstrate that they understand the processes for: (1) recruitment, selection and assignment of staff, (2) conduct and provide evaluations, and, (3) complying with collective bargaining and employee contract agreements.

Three types of assessment methods are typically used: (1) individual/group projects (graphic/visual), (2) individual/group demonstrations, and, (3) individual/group research reports.

In **GED 503, Socio-Cultural Issues in Education, MUL 520, The Teaching of English to Speakers of Other Languages,** and **SPE 524, Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities,** the lectures expose our candidates to authors from diverse backgrounds and theoretical dispositions relevant to the practice of effective school administration. The faculty of the CSUDH COE Educational Administration Program affirm that knowledge of cultural diversity and its impact on learning is a fundamental principle of educational leadership philosophy and aligned to the COE Conceptual Framework. Our changing demographics as reflected in the 1990 census increased the cultural diversity of the U.S. population such that what have been heretofore been called minority groups, now on the whole constitute a national majority.

The lectures for these courses introduce theories and concepts that delineate the importance of specific cultural factors impacting individuals and groups. The discussions lead to a recognition that intracultural variation means that each constituent group present in the educational community must be assessed for individual cultural differences. School leaders bring their personal cultural heritage as well as the cultural and philosophical views of their education into the educational setting. Therefore, it is crucial for our candidates to understand that each administrative encounter includes the interaction of three cultural systems: the culture of the school leader, the culture of the individual student, teacher, staff, parent and lay citizen, and the culture of the educational setting. Learning can be enhanced by providing culturally relevant, responsive curricula. Recognizing cultural diversity, integrating cultural knowledge, and acting, when possible, in a culturally appropriate manner enables school leaders to be more effective. The purpose of this approach is to ensure our candidates understand the following: (1) how cultural school groups define and understand life processes, and, (2) how cultural school groups define education and democracy and apply their knowledge in appropriate settings and situations.

The assignments for these courses require assessment of candidates by judging the extent to which they can demonstrate knowledge of models, strategies and techniques that lead to: (1) successful and effective working with parents and the community, (2) successful and effective working with linguistic, ethnic, racial, and special learning needs groups, (3) coordinated and productive models for working pressure and power groups, and, (4) public relations efforts which heighten the awareness and productivity of the school unit.

Three types of assessment methods are typically used: (1) individual/group projects (graphic/visual), (2) individual/group demonstrations, and, (3) individual/group research reports.

The purpose of the **EAD 593S, Internship in School Administration and Supervision** Fieldwork in School Administration course is twofold: (1) to provide the program with an opportunity to assess the extent to which individual candidates have gained mastery of specific competencies, and, (2) to provide the candidate with an opportunity to reflect upon the extent to which they have progressed in their knowledge and understanding of the requisites of the field they have chosen. The fieldwork assessment instrument is completed by the CSUDH COE Educational Administration Program Fieldwork supervisor [See Standard 19 for Candidate Competency Rating Scale].

STANDARD 3

Curriculum Content

The content of the curriculum has a strong conceptual base and is organized to address principles of administrative practice in the thematic areas defined below:

- **Organizational and Cultural Environment**
- **Dynamics of Strategic Issues Management**
- **Ethical and Reflective**
- **Leadership**
- **Analysis and Development of Public Policy**
- **Management of Information Systems and Human and Fiscal Resources**

Rationale

The principles outlined in these broad thematic areas are intended to suggest a holistic, integrated approach to educational leadership and to the design of a curriculum intended to produce such leaders. Each set of principles interrelates in important ways and are expected to be woven throughout the curriculum.

According to Schlechty (1990) effective school leaders are knowledge workers, that is, they know to put knowledge to work to create and solve problems in an increasingly information-based society. The NPBEA asserts that the intent underlying the identification of the 21 domains for school leadership curricula is “not to train technicians who follow set formulae, but to develop professionals with a repertoire of understandings and skills to address routine or emergent problems of practice” (NPBEA Manual, 1993 pg. xiv). These philosophical orientations are at the core of the thinking employed by the ED AD faculty in developing and maintaining high quality curricula for the ED AD students/candidates. We believe that the quality of the leadership can only occur under the direction of a faculty that creates curricula which enables students/candidates to effectively apply knowledge, professional experience and understandings in the conduct of interpersonal dynamics. We further believe that competent school leadership goes beyond statements of philosophy: The ability to accomplish effective interactions is based upon systematic assessment of competence in practice. Therefore, the curricula designed for the ED AD programs have as their primary aim the acquisition of specific behaviors that: set direction, model desired behaviors, exemplify effective organizational behaviors, exhibit an understanding of how to mobilize resources, demonstrate cooperative efforts with the community, and illustrate personal professional commitment to excellence and continuous improvement. As a faculty, we devote particular effort to the inclusion and integration of genuine cultural competence goals in the curricula in an effort to ensure that our students/candidates develop and acquire specific attitudes and behaviors that will lead them to adopt, in practice, educational policies that recognize, respect, and value the uniqueness of individuals and groups whose cultures are different from that associated with mainstream America.

Several of the courses in the Educational Administration credential program assist the candidate in understanding the basic principles of curriculum design. For example, **EAD 570, Supervision of Instruction**, provides candidates with an understanding of the function of instructional supervision within the context of the state and national school reform agenda. The course exposes candidates to the curriculum-as-planned, curriculum-as-taught, curriculum-as-learned, and curriculum-as-tested. Emphasis is placed on the importance of all students developing a deep understanding of the subject matter. Candidates are given assignments that require them to visit classrooms and determine the extent to which all students are actively engaged in the construction of knowledge and understanding of the curriculum and lessons presented.

The program recognizes that, in this era of reform and high stakes testing, candidates must be prepared to lead their schools in the organization of curriculum, instruction, and assessment that aligns with the California Academic Content Standards, the California Curriculum Frameworks, and National Subject Specific Standards. In this regard, candidates are presented different types of leadership tasks that ask them to make analyze student achievement data using strategies developed by Mike Schmoker, Douglas Reeves, and Robert Marzano. Candidates are introduced to models of instructional designs based on the works of theorists such as Marzano, Wiggins & McTighe, and Stiggins. Candidates are required to use these strategies with their schools and workplaces to gain a greater understanding of the power of assessment leadership to change school cultures.

The emphasis on building learning communities that involve all major stakeholders in the development and assessment of curriculum is an important part of the CSUDH administrative credential experience. Courses such as **EAD 570, Supervision of Instruction**, provide guidance in creating learning communities that share the leadership for curriculum development and evaluation. Authors such as Sergiovanni, Fullan, and Senge form the theoretical backbone and emphasis on this topic.

In **EAD 570, Supervision of Instruction**, students are given the opportunity to demonstrate through projects, papers, PowerPoint presentations, and problem-solving tasks the key role administrators play in creating a learning community in the schools. For example, students are asked to create an educational platform and demonstrate how they will use that platform to articulate a vision of change and improvement at their site. Candidates present the obstacles to the realization of these visions and then problem solve strategies and solutions.

Special emphasis in evaluation and assessment of instruction is placed on the California Standards for the Teaching Profession (CSTP), California's Beginning Teacher Support and Assessment program, the Peer Assistance and Review program, formative and clinical supervision strategies, and summative evaluation tools.

In **EAD 570, Supervision of Instruction**, the Coordinator of the South Bay BTSA Consortium spoke to the class on the requirements of BTSA and the role of the school administrator in the success of the beginning teacher. Students developed a formative evaluation tool based on the CSTP and used that tool to observe critical friends at their school sites.

As candidates work through their fieldwork experience, they must plan and execute projects in thirty-two competencies. Among those competencies are four that relate to the requirements of this standard. They are: Leadership, Improvement in the Educational Program, School-Community Relations, and School Management. For example, candidates' projects in these competencies require that the candidate develop a group process or a survey, address faculty, chair a committee, work with parents and the community, prepare a curriculum proposal, or conduct a professional development activity. All of these and other activities in the fieldwork experience address the factors in this standard.

In **TED 405, Mainstreaming Children with Special Needs**, candidates learn to facilitate the integration of handicapped children into the regular classroom. Candidates learn to manage the IEP process. This course covers the legal responsibilities, diagnostic/prescriptive teaching, problem solving and visits to special education facilities.

In **GED 503, Socio-cultural Issues in Education**, candidates examine the total process of socialization and the effects of cultural determinants on human development and learning. This course considers the school as an agent of socialization. Also explored is the role of school personnel as change agents.

In **MUL 520, The Teaching of English to Speakers of Other Languages**, candidates learn about the curriculum and instruction appropriate to the teaching of English learners in our school's communities. Candidates learn about program models for teaching English learners.

In **SPE 524 Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities** – addresses the major educational policy, and legal issues addressed by our disabled community.

STANDARD 4

Administrative Concepts and Management Strategies

The program includes the study of administrative functions and reflects effective leadership and management concepts and strategies that contribute to student learning in schools.

In developing this program, faculty deliberately chose the concept of leadership to resonate in core as well as in advanced level courses. In addition, the faculty believed that it was important to communicate that in these courses, whether the content was school law, school finance, curriculum or instruction, the focus was on the leadership role of the school administrator.

Further, in understanding the dynamics and forces which drive leadership, candidates are engaged in courses which study the roles, relationships, and responsibilities from many perspectives, but always keeping in mind how they relate to improving and developing a school culture which leads to effective teaching and learning.

Courses are designed to assist candidates to broaden their understanding and developing their skill levels in the areas of planning, organizing, implementing, managing, facilitating, and evaluating the daily operation of schools in ways that achieve organizational goals and which fosters a safe, orderly, and conducive environment for teaching to occur and optimize learning potential.

Each candidate is able to plan, organize, implement, manage, facilitate and evaluate the daily operation of schools in ways that achieve organizational goals and lead to the safe, productive operation of schools.

This is a central theme of the six EAD courses taught in the Educational Administration Preliminary Credential and Master Programs. Specifically the management of schools is address in each of these courses as follows:

EAD 506 - Law and Ethics in Public Education

Candidates successfully completing this course are knowledgeable of laws and regulations relating to the daily operations of schools including management, personnel, students, and the community at large. Candidates are able to make decisions in compliance with federal and state laws. Candidates are knowledgeable of board policies and administrative regulations. Candidates' knowledge is measured by multiple-choice assessments such as case studies, and essay examinations.

EAD 514 - Administrative Personnel Seminar

Candidates successfully completing this course are knowledgeable of laws and codes relating to the daily management of personnel. In addition, candidates are knowledgeable of human relations, negotiation, and performance evaluation. Candidates' knowledge is measured by formative and summative examinations, as well as course projects, e.g. a course portfolio including all information relating to personnel matters.

EAD 570 - Supervision of Instruction

Candidates successfully completing this course are knowledgeable of the daily operations relating to supervision of teaching and learning and education codes relating to instructional supervision. Candidates learn how to create a professional learning community, teacher observations, evaluation, cognitive coaching, and conferencing techniques. Candidates' performance is evaluated through projects such as teacher observation and write-up particle, creating an educational platform of candidate dispositions.

EAD 571 - School Management and Finance

Candidates successfully completing this course are knowledgeable of effective school business management practices. Through this course's requirements, e.g. budget analysis and faculty meeting simulations, candidates demonstrate the important management skills of communication and decision making in relation to school resources. Candidates are able to manage school budgets, student body funds, supervise staff responsible for fiscal accounting, and research the web for up-to-date information on all matters related to the management of schools since such research is a requirement of this course.

EAD 574 - Governance and Politics of Education

Candidates successfully completing this course are knowledgeable of the political implications of the daily operations of a school, and school district governance. Candidates interview legislators, board members, district officers, and attend board meetings. Candidates present their findings based on their interview research.

EAD 593 - Internship in School Administration and Supervision

Candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical school management settings. Field experiences include intensive experiences in the day-to-day functions of school management. School management is a specific domain in which candidates choose experiences and opportunities in the following areas: decision making, planning models, goal setting, prioritizing, and resource utilization; use of research in school management; office and plan management; use of computers and other technology in administration and time management.

In addition to the EAD courses, the core courses (**GED 500, Research Methods in Education, GED 501, Seminar in Learning and Development, GED 503, Socio-Cultural Issues in Education**) which are required of all master degree candidates in the Division of Graduate Education, provide foundations upon which candidates will eventually make management decisions in school settings.

For example, **GED 503, Socio-Cultural Issues in Education**, takes a sociological and cultural anthropological perspective in examining schools. The required course, **MUL 520 - The Teaching of English to Speakers of Other Languages** complements and sometimes overlaps **GED 503, Socio-Cultural Issues in Education** in the area of second language acquisition and cultural perspectives. The required course, **SPE 524 - Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities** provides the foundation for candidates to make decisions regarding special education and the many challenges that will face the candidates as they manage the schools in which they will be administrators.

Special Education is one of the most challenging areas for new administrators as they manage IEP, demands of parents, needs of Candidates, and resource and fiscal restraints. Lastly, **TBE 550 - Computer-Managed Instruction**, addresses how candidates will manage the technology resources critical for our schools. Software and hardware acquisition, maintenance, and planning of future needs are a part of this course and major needs for management of school resources. Note: **GED 503 – Socio-Cultural Issues in Education** is the only core course required of credential candidates. However, the majority of our credential candidates opt to complete their master's degree while in the credential program. Master degree candidates must take all three classes: **GED 500, Research Methods in Education**, **GED 501, Seminar in Learning and Development**, and **GED 503, Socio-Cultural Issues in Education**.

In addition, the comprehensive examination assesses the candidates' ability to manage schools via school case studies. Candidates read actual problem situations in schools, and must present effective and efficient solutions. After presenting the possible solutions, they must select the best one and give rationale for their choice.

STANDARD 5

Role of Schooling in a Democratic Society

The program includes study of the role of schooling in a democratic society and the strong relationship and necessary interaction between schools and the communities they serve.

It is the firm belief of the CSUDH COE Educational Administration Program faculty that knowledge of the impact of culture as a causative influence on perceptions, interpretations and behaviors of those involved in the process of learning is essential for our candidates. Further, we believe that when our candidates can accurately demonstrate applications of the value of cultural knowledge, they are then in a position to create learning environments that facilitate the acquisition of abilities and skills that students must develop for civic competence.

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling. This standard is addressed specifically in two courses: **GED 503 - Socio-Cultural Issues in Education** and **EAD 574 Governance and Politics in Education** and infused into all required courses in the Educational Administration Program.

The program prepares candidates to discuss, debate and articulate the purposes of schooling in a democratic society. For example, in **GED 503 - Socio-Cultural Issues in Education**, candidates examine schools as agents of socialization and change in a democratic society. Candidates examine power relationships among social, ethnic, cultural and linguistic groups, and consider the composition and relationships of various groups in their own local communities. Access to schooling, and the quality of available public schools in the community is analyzed. John Dewey is a core theorist in the COE and his work is infused throughout many courses. For example, in **EAD 571, School Management and Finance**, Democracy and Education is included as a selection on the bibliography. In **EAD 570, Supervision of Instruction**, Dewey's concept of curriculum structure around real and significant problems of society is treated in depth.

In **EAD 574, Governance and Politics of Education**, the faculty of the CSUDH COE Educational Administration Program expresses its belief that educational governance and learning are indivisible.

Through the lectures, candidates are exposed to the belief that the quality and nature of educational institutions exert power over individual and community educational outcomes. And, that educational governance can be neither sound nor effective unless it sustains the potential of all members of the community. During classroom instruction, candidates are involved in discussions which focus on the complex mechanisms, processes and institutions through which citizens and groups articulate their educational interests, mediate the differences in their educational goals and exercise their legal rights and obligations under the mandatory statutes for compulsory education. The goal of this approach is to provide our candidates with an opportunity to analyze the exercise of political, economic and educational administrative authority at all levels.

The assignments for **EAD 574, Governance and Politics of Education**, require assessment of candidates by means of the extent to which they can demonstrate knowledge of: (1) concepts of participatory management, (2) methods for promoting constructive interaction between educational governance, the private sector and society, (3) the manner in which educational federal, state and county offices operate, (4) an understanding of the functions of school boards, districts, and school site councils, and (5) the role of unions and professionals association in the operation of schools.

Three types of assessment methods are typically used in **EAD 574, Governance and Politics of Education** and **GED 503, Socio-Cultural Issues in Education**: (1) description and analysis of interviews with educational governmental officials/agencies, (2) critiques of educational policy makers and their policy-making bodies, i.e., school board, (3) analyses of educational legislative documents.

In the program, the following concepts are treated through infusion into required course curricula:

- Understand the values and concerns of the diverse communities that constitute a democracy and the importance of involving the greater community in the life of schools
- Explore the relationship of schools to the school community, governmental entities and community agencies and the role of integrating community service as well as resources for children and families in the school.
- Understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.
- Understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.
- Understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democratic society.

STANDARD 6

Working with Diverse Populations

The program includes systematic study of effective ways to structure learning opportunities for the diverse populations served by California schools. Candidates are prepared to administer schools and programs designed to assess and address the educational needs of all students in a variety of community contexts.

By design the program builds from the knowledge, skills and dispositions related to cultural diversity acquired in the teaching credential program and practiced during the required three-year teaching period prior to obtaining the preliminary administrative services credential. In **GED 503, Socio-Cultural Issues in Education, MUL 520, The Teaching of English to Speakers of Other Languages, and SPE 524, Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities**, the lectures expose our candidates to authors from diverse backgrounds and theoretical dispositions relevant to the practice of effective school administration. The faculty of the CSUDH COE Educational Administration Program affirms that knowledge of cultural diversity and its impact on learning is a fundamental principle of educational leadership philosophy. Our changing demographics as reflected in the 1990 census increased the cultural diversity of the U.S. population such that what have been heretofore been called minority groups, now on the whole constitute a national majority.

The lectures for these courses introduce theories and concepts that delineate the importance of specific cultural factors impacting individuals and groups. The discussions lead to a recognition that intracultural variation means that each constituent group present in the educational community must be assessed for individual cultural differences. School leaders bring their personal cultural heritage as well as the cultural and philosophical views of their education into the educational setting. Therefore, it is crucial for our candidates to understand that each administrative encounter includes the interaction of three cultural systems: the culture of the school leader, the culture of the individual student, teacher, staff, parent and lay citizen, and the culture of the educational setting. Learning can be enhanced by providing culturally relevant, responsive curricula. Recognizing cultural diversity, integrating cultural knowledge, and acting, when possible, in a culturally appropriate manner enables school leaders to be more effective. The purpose of this approach is to ensure our candidates understand the following: (1) how cultural school groups define and understand life processes, and, (2) how cultural school groups define education and democracy.

The assignments for these courses require assessment of candidates by judging the extent to which they can demonstrate knowledge of models, strategies and techniques that lead to:

(1) successful and effective working with parents and the community, (2) successful and effective working with linguistic, ethnic, racial, and special learning needs groups, (3) coordinated and productive models for working pressure and power groups, and, (4) public relations efforts which heighten the awareness and productivity of the school unit.

Three types of assessment methods are typically used: (1) individual/group projects (graphic/visual), (2) individual/group demonstrations, and, (3) individual/group research reports.

CATEGORY II

Field Experiences

STANDARD 7

Nature of Field Experiences

In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the 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.

Overview

The purpose of the CSUDH Preliminary Administrative Services Credential Program is to prepare a diverse corps of multicultural school leaders and policy creators who are knowledgeable, energetic, and self-directed with a vision to lead educational units toward a common mission which fosters diversity in a democratic nation. Our goal is to prepare multicultural leaders who are able to solve problems, communicate well, nurture equity, address issues of special needs, make timely decisions, hold themselves and other accountable, and use multicultural democratic processes which cause stakeholders, both as individuals and groups, to feel actively engaged, involved, and autonomous.

Fieldwork is one of the most important parts of the total administrative credentialing program. It is the vehicle through which, perhaps for the first time, the administrative candidate will savor the responsibilities, the complexities, and the satisfaction of the professional administrator. The performance of actual on-the-job managerial tasks, the planning of realistic and meaningful curriculum/administrative projects, the evoking of researched and reasoned opinions, will lead, to a total experience(s) that will prepare the candidate for the rigors of school leadership. The **EAD 593S, Internship in School Administration and Supervision**, candidate portfolio is a means of facilitating reflection, self-assessment, goal setting, and improvement with respect to professional administrative goals and competencies.

The purpose of the **EAD 593S, Internship in School Administration and Supervision**, Fieldwork in School Administration course is twofold: (1) to provide the program with an opportunity to assess the extent to which individual candidates have gained mastery of specific competencies and, (2) to provide the candidate with an opportunity to reflect upon the extent to which they have progressed in their knowledge and understanding of the requisites of the field they have chosen.

The required fieldwork component consists of six graduate units of credit (i.e., two separate semesters of three units of credit). Students are required to spend a minimum of 150 documented hours (i.e., 75 hours per semester) in completing the tasks that meet the seven domains and the thirty-two competencies associated with them for the six units of graduate credit. Candidates are required to address a minimum of one competency at a school configuration other than their locations, i.e., a middle school teacher must complete one competency at high school and one at elementary.

The fieldwork assessment instrument is completed by the CSUDH COE Education Administration Program Fieldwork supervisor [See Standard 19 for Candidate Competency Rating Scale].

Placements

An effective and ongoing system of communication and collaboration exists between the College of Education at CSUDH and local school districts. Candidates from the Educational Administration Program are placed for their field experiences and for their future administrative jobs in our neighboring school districts: Los Angeles Unified School District, Lawndale, Hawthorne, Weisborn, Torrance, Palos Verdes, Long Beach, ABC, Montebello, to name a few. An informal collaboration exists because five of the current full-time faculty members of the Educational Administration Program have worked in one or more of the neighboring school districts. In addition, a formal advisory board consisting of local school administrators meets regularly with the Dean's advisory council.

Students in the fieldwork experience are placed in schools where computer-based technology is used to support teaching and learning. All neighboring school districts are able to provide technology through categorical funds or GATE funds. Students in the Educational Administration Program are required to be technology literate before they enter the fieldwork final phase of the program. Under the category of technology among the competencies, each student is encouraged to extend their knowledge and experiences to enhance their use and knowledge of technology as a learner and administrator. For example, in **EAD 571, Management and Finance**, students are required to search the web to locate legislation, education codes, government codes, board policies, test results for a particular school, etc. to solve sample problem solving situations. During their fieldwork experiences, students then must use similar skills to resolve real-life situations at their school sites.

The Program Coordinator in consultation with local administrators and teachers has clear explicit criteria for the selection of schools and district field experience supervisors. Candidates are placed in self-renewing schools in which the curriculum and the staff develop continually.

The educational administration faculty periodically reviews the suitability and quality of all field placement sites through personally visiting the school site and working conditions of the student and by reviewing student portfolios, reviewing student evaluations, reviewing student feedback both formal and informal. This input is then analyzed and synthesized by faculty who then make recommendations for improvement. Most recently this can be found in the revision of the Fieldwork Manual during the last four years. That particular Manual has been reviewed and revised three times in the last four years.

Content

The fieldwork/clinical experience options are described for the student and site mentor/supervisor in a University-developed Fieldwork Manual available on the College of Education website. These options correspond directly to the organizational structure and standards required per the CCTC. All 32 competencies are listed with examples of possible options to employ in order to satisfy a specific standard. The fieldwork manual is included in appendix 10.

Each fieldwork student works with his/her site supervisor and decides how best to address the 32 competencies given the uniqueness of each school site. The fieldwork program is divided into seven domains: leadership, educational program, personnel management, school-community relations, legal and financial, governance and politics, and school management. Students are required to participate in activities (competencies) that reflect the gamut of all seven leadership domains. By design, there is not specific sequence for field experiences. This allows for individualization according to candidates expressed interests and tailoring to site contexts. Each student works with their site supervisor and decides how best to address the 32 standards given the uniqueness of each school site.

STANDARD 8

Guidance, Assistance and Feedback

The institution has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one supervising administrator and at least one institutional supervisor provide complete, accurate, and timely feedback to the candidate.

The Process

Each student enrolled in fieldwork is assigned a University advisor/instructor who ensures each student's fieldwork plan is collaboratively developed by the student and supervising administrator. The reduced student-teacher ratio of University instructor and the number of fieldwork students enables a through and personal approach to the teacher/student relationship. This relationship is planned to continue after satisfaction of the 32 competencies to include career planning and job searching. Many of the CSUDH graduates take advantage of this role of the University advisor/instructor.

The system for candidate guidance, assistance and feedback is:

- At the outset, the candidate, supervising administrator, and program supervisor work together to ensure the candidate and the supervising administrator have a clear understanding of the expectancies of the field experiences contained in the Fieldwork Manual.
- The candidate, supervising administrator, and program supervisor determine the plan of activities (competencies) for the semester.
- The supervising administrator is responsible for approving the completion of each of the competencies agreed upon, and to provide feedback to the candidate.
- The program supervisor meets periodically throughout the semester with the candidate to ensure the completion of the agreed upon competencies, and to provide feedback.
- The program supervisor meets at least once per semester with the candidate and the supervising administrator to ensure understanding and agreement.
- The final document is reviewed and approved by the supervising administrator and the program supervisor.
- The program supervisor assigns the appropriate grade when the required number of competencies is completed.
- The final document remains with the program supervisor until such time it is returned to the candidate.
- Candidates have opportunities to evaluate the program and instructors during their fieldwork experience
- Candidates are made aware of the credential application process by their advisor.
- Once all courses have been completed, the candidate's advisor, program coordinator, and the department chairperson review the candidate's records. If satisfactory, they are sent to the Credential's Office for final review and approval.

District Field Supervisors

The practitioners identified to serve as supervising administrators are selected based on their expertise, administrative experience, and most importantly, their demonstrated and sincere interest in sharing their expertise with the candidate.

The Educational Administration credential program approves only those site supervisors for the field experience whose resumes indicate experience in the following supervisory competency areas: leadership, supervision of certificated/classified personnel, sensitivity to diversity/special needs, team building, shared governance, cooperation/community involvement, negotiations, affecting change, fiscal management, school related law, institutional planning, uses of research/technology in education, and personal/professional ethics.

Prior to assigning an intern to a site supervisor a letter is sent to the Principal outlining the goals and objectives of the fieldwork and requesting his/her assistance in assigning a site supervisor who best meets the professional competency profile. Once the site supervisor is identified and selected, a meeting is held among the site supervisor, the intern, and the university faculty member to outline the internship plan and expected outcomes.

Evaluation

Candidates are supervised and evaluated by two professionals: the on-site school administrator and the university faculty member. The candidates are constantly observed to determine the effectiveness of the administrator-in-training's ability to apply the knowledge gained from formal classroom instruction. During the mid-point of a candidate's field experience the site supervisor and the institutional supervisor discuss the progress of the candidate and complete a mid-point evaluation which includes specific assessments of the candidate's overall performance which is given to the institutional supervisor of his/her approval and inclusion in the candidate's file. Several meetings with the candidates are scheduled during the semester. At these meetings a systematic approach is used to give guidance, assistance, and feedback to the students. The students share their fieldwork experiences and these experiences assist them in making comparisons and gaining ideas to enhance their own fieldwork experiences.

Each candidate's fieldwork/clinical placement is assessed by the University instructor. Should feedback be given either individually or indirectly from the student or fieldwork supervisor, the University instructor will immediately respond to ensure the student is best served by either working with the student and/or site supervisor. To date, all situations have been resolved successfully with the student gaining the advantage of a variety of outlooks and perspectives on administration due to administrative changes at their school site

The portfolio facilitates the assessment of and feedback about practice-related skills and understandings, which are difficult to measure through traditional comprehensive examinations. Many of the important competencies in the field of school leadership can only be acquired through field-based experiences. The portfolio is an approach to documenting the CSUDH Tier I candidate's development of these competencies, as well as those obtained through course work, in order to be eligible for a recommendation for the California Preliminary Administrative Services Credential.

CATEGORY III

Domains of Candidate Competence and Performance

The Educational Administration Program has two central assessment systems: The **EAD 593S, Internship in School Administration and Supervision**, Fieldwork in School Administration Portfolio and the Comprehensive Examinations. For credential candidates only, the Portfolio is required. For those who earn a Masters Degree and/or Credential, both the portfolio and comprehensive examination are required.

The portfolio provides an opportunity to assess the extent to which individual candidates have gained mastery of specific competencies from each of the specific educational administration courses. In addition, the candidate gains an opportunity to reflect upon the extent to which they have progressed in their knowledge and understanding of the requisites of the field they have chosen. The portfolio facilitates the assessment of and feedback about practice-related skills and understandings. The portfolio is an approach to documenting the CSUDH Tier I candidate's development of these competencies, as well as those obtained through course work, in order to be eligible for a recommendation for the California Preliminary Administrative Services Credential. The portfolio is divided into seven domains: leadership, educational program; personnel management; school-community relations; legal and financial; governance and politics; and school management. Students are required to participate in activities (competencies) that address all seven domains and that are required to document, reflect and evaluate on their accomplishments for each of the seven domains and 32 competencies.

On the following page, is an assessment matrix listing all 32 competencies assessed in the Fieldwork Portfolio. The matrix depicts the educational administration courses in which the candidates are provided opportunities to acquire and master the competencies assessed in the portfolio. These courses assess the knowledge and skills which are then applied in the field.

Below, is an assessment matrix listing all 32 competencies assessed in the Fieldworks Portfolio. The matrix depicts the educational administration courses in which the candidates are provided opportunities to acquire and master the competencies assessed in the portfolio. These courses assess the knowledge and skills, which are then applied in the field.

Educational Administration Assessment Course Matrix

Competency	EAD 506	EAD 514	EAD 570	EAD 571	EAD 574	GED 503	SPE 524	MUL 520	TBE 550	EAD 593S
EDUCATIONAL LEADERSHIP										
1. Concepts and strategies of leadership	P	P	P	P	P	S	S	S	S	P
2. Group processes & human relationships	S	S	P	P	S	S	S	S	S	P
3. Decision-making	P	P	P	P	P	S	S	S	S	P
4. School climate	S	S	P	P	S	S	S	S	S	P
5. Administrative planning	S	S	P	S	S	S	P	S	S	P
EDUCATIONAL PROGRAM										
6. Curriculum development	S	S	P	S	S	S	P	P	S	P
7. Supervision & evaluation of instruction	S	S	P	S	S	S	S	S	S	P
8. Staff development	S	S	P	P	S	S	S	S	S	P
9. Human growth & development	S	S	P	S	S	S	P	S	S	P
10. Appropriate use of resources	S	S	P	P	P	S	P	S	P	P
11. Special programs	S	S	P	S	S	S	P	P	S	P
PERSONNEL MANAGEMENT										
12. Staff recruitment, selection, & assignment			P		S		P	P		
13. Evaluation & dismissal	S	P	P	S	S	S	P	P	S	P
14. Collective bargaining	P	P	P	S	S	S	P	P	S	P
15. Employee Contracts	P	P	P	S	S	S	P	P	S	P

Competency	EAD 506	EAD 514	EAD 570	EAD 571	EAD 574	GED 503	SPE 524	MUL 520	TBE 550	EAD 593S
SCHOOL AND COMMUNITY RELATIONS										
16. Parents & Community	S	S	P	S	P	P	P	P	S	P
17. Racial & ethnic groups	S	S	P	S	P	P	P	P	S	P
18. Pressure groups	S	S	S	S	P	S	P	P	S	P
19. Public relations	S	S	P	S	P	P	P	P	S	P
LEGAL AND FINANCIAL										
20. Local district policies	S	S	P	P	P	P	P	P	S	
21. Sources and types of funding	P	S	S	P	S	S	P	P	S	
22. Budgeting	S	S	S	P	S	S	S	S	S	
23. Student body funding	S	S	S	P	S	S	S	S	S	
GOVERNANCE&POLITICS										
24. Federal, state, & county offices functions	S	S	P	S	P	S	S	S	S	
25. School boards & councils	S	S	S	S	P	S	P	P	S	
26. Role of unions & assoc.	S	P	S	S	P	S	S	S	S	
SCHOOL MANAGEMENT										
27. Planning goal-setting, and prioritizing	S	S	S	P	S	S	S	S	S	
28. Use of research & data collection	S	S	S	P	S	S	P	P	S	
29. Office management,	S	S	S	P	S	S	S	S	S	
30. Use of computers	S	S	S	P	S	S	S	S	P	
31. Adm. Communications	S	P	P	P	S	P	P	P	S	
32. Conflict management & resolution	P	S	P	S	P	P	S	S	S	

Primary Assessment: P
Secondary Assessment: S

Preliminary Credential, Tier I

- EAD 506 - Law and Ethics in Public Education (3)**
- EAD 514 - Administrative Personnel Seminar (3)**
- EAD 570 - Supervision of Instruction (3)**
- EAD 571 - School Management and Finance (3)**
- EAD 574 - Governance and Politics of Education (3)**
- GED 503 - Socio-Cultural Issues in Education (3)**
- SPE 524 - Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities (3)**
- MUL 520 - The Teaching of English to Speakers of Other Languages (3)**
- TBE 550 - Computer-Managed Instruction (3)**
- EAD 593 - Internship in School Administration and Supervision (3,3)**
(2 separate semester courses for a total of 6 units on transcripts)

Educational Administration Assessment Matrix By Course

Assessment Method	EAD 506	EAD 514	EAD 570	EAD 571	EAD 574	GED 503	SPE 524	MUL 520	TBE 550	EAD 593
Communication: Class Participation & Discussion	P		P	S	P	P	P	P		
Reporting: Class Presentation	P		P	P	P	S	P	P	S	
Interaction: Interviews & Inquiry	P		P	S	P	P	P	P	S	
Research Paper	S		S	S	P	P	S	P		
Analysis of Data				P	S				P	
Case Study	P			S	P					
Reflective Essay				S	P					
Journal/Log of Experiences				S	P				S	
Decision-Making: Role Playing Models	S		P		P				S	
Problem Solving: Delphi Technique, Helping Trios	P		P	P	P	P	P	P	P	
Professional Demeanor	S		P	S	P	S	P	P	S	

Primary Assessment: P (Greatest Weight)
Secondary Assessment: S

Preliminary Credential, Tier I

- EAD 506 - Law and Ethics in Public Education (3)**
- EAD 514 - Administrative Personnel Seminar (3)**
- EAD 570 - Supervision of Instruction (3)**
- EAD 571 - School Management and Finance (3)**
- EAD 574 - Governance and Politics of Education (3)**
- GED 503 - Socio-Cultural Issues in Education (3)**
- SPE 524 - Advanced Leadership Management and Curriculum Modification for
Diverse Learners with Disabilities (3)**
- MUL 520 - The Teaching of English to Speakers of Other Languages (3)**
- TBE 550 - Computer-Managed Instruction (3)**
- EAD 593 - Internship in School Administration and Supervision (3,3)**
(2 separate semester courses for a total of 6 units on transcripts)

STANDARD 9

Educational Leadership

Each candidate in the program is able to articulate a vision consistent with a well-developed educational philosophy and is able to lead individuals and groups toward the accomplishment of common goals and objectives.

The program was designed with the idea that leadership is embedded throughout the core courses. It was planned that, through academic instruction and directed field experiences, candidates would be able to articulate a personal vision statement, relate to leadership roles, understand the purpose of schooling, and develop skills which support strong leadership. As mentioned, other courses address and expand upon different aspects of leadership.

Each candidate is required to develop a personal philosophy that includes high expectations for staff as well as for students. Candidates are encouraged to work closely with staff, examine the assumptions and beliefs upon which school culture is formulated and to develop effective ways that challenge the status quo of the school and strengthen values. As stated in Standard I, the CSUDH Educational Leadership Program does not have a specific Leadership Course. Instead, the program was designed to infuse leadership skills within and among all educational administrative courses. For example, in **EAD 571, School Management and Finance**, candidates are taught to use the financial resources as tools to affect change and improve educational environments for staff and students. This is assessed in their class presentation when candidates must present their schools test results and present how they would recommend adjustments in their school budgets.

Further, each candidate develops an understanding of the importance of the leadership role in schools and the responsibilities of implementing leadership strategies in positive and productive ways. For example, in **EAD 574, Governance and Politics of Education**, candidates become familiar with the importance of the site level administrator's role in the school's governance structure, giving direction in developing a shared strategic vision, shaping the values and culture of that school, and taking steps towards school improvement efforts.

Candidates learn that a "vision of learning" must evolve from engagement processes involving students, faculty, staff, and parents along with members of the wider school community. Through these processes, individuals and groups voice their values, beliefs, and aspirations. Candidates work with the school community and this is assessed through the Fieldwork Domain, "School and Community", when students must work with their parents and community groups as they and their supervisors so determine. Candidates will also learn how to periodically revisit the "vision of learning" and adjust it as necessary. In these ways, it becomes a living document that clarifies and re-clarifies a school's purpose and goals.

Candidates learn to lead and inspire students, faculty, staff, parents, and community members to articulate the unique strengths and needs of the specific school population at the site.

They ensure that the “vision of learning” is grounded in data from multiple measures of student learning as well as in relevant qualitative indicators of student and school success. To provide an appropriate framework for the discussion, candidates demonstrate deep understanding of state and district standards; they facilitate the examination of school data in light of these standards so that the resulting “vision of learning” is congruent with these expectations. The “vision of learning” integrates district standards, policies, priorities, and accountability requirements. It reflects the ultimate goal of all students achieving school, district and state standards.

Candidates learn all short and long-term decisions about resource allocation are justified and aligned with strategic courses of action for achieving a “vision of learning”. The candidate learns to act as a resource developer and broker, leading the school to seek and obtain appropriate resources in support of standards. He/she ensures sound and equitable decisions about the distribution and use of resources to support student learning and closing the achievement gap between subsets of students.

Candidates learn to recognize that the linguistic, cultural, and economic diversity of a community can serve to enrich and strengthen the school’s “vision of learning” through his/her efforts in creating a positive working relationship with all stakeholders.

Candidates learn to provide ongoing and coherent guidance for the implementation and continuous improvement of the school’s instructional system, and to articulate this guidance throughout the grades and subject areas. **(EAD 570, Supervision of Instruction).**

Candidates learn to demonstrate competency in team building, decision-making, group dynamics, conflict resolution, stress management, assessing and clarifying problematic social behavior, general problem solving, negotiations, and development of interpersonal skills. **(EAD 514, Administrative Personnel Seminar, EAD 571, School Management and Finance)**

Candidates learn to demonstrate through their communication and behavior a deep understanding of legal issues affecting students, faculty, staff, parents, and community and a principled commitment to act with integrity. They ensure that concepts and practices associated with professional and legal integrity are infused throughout the site. They enforce the rights of students, faculty, staff, parents, and community members, and also ensure that confidential information relating to these groups remains confidential. **(EAD 506, Law and Ethics in Public Education, EAD 574, Governance and Politics of Education)**

Candidates learn to practice leadership from a base of personal and professional ethics that place the good of students, families, faculty, and staff ahead of personal interests. They influence the professional culture of the school to infuse the values of fairness, justice, service, and integrity among all students and adults. **(MUL 520, The Teaching of English to Speakers of Other Languages).**

Candidates learn to value and use technology and knowledge derived from research, theory, and best practices. They will ensure that the school consistently accesses and incorporates such knowledge in its work. **(TBE 550, Computer-Managed Instruction).**

Candidates learn to actively integrate professional experiences as well as more formal learning opportunities into the professional environment of the school to shape a culture that values reflection, inquiry, and continuous individual and organizational learning. **(EAD 570, Supervision of Instruction).**

Candidates learn to act as a model of commitment and effort by demonstrating an active balance in his/her work and personal life that allows them to sustain a focused purpose and high level of professional performance. They learn to set an example and generate efforts, including substantive and symbolic strategies, to ensure that students, faculty, staff, parents, and community members demonstrate a collective capacity to inspire each other to high levels of effort. **(EAD 593, Internship in Administration and Supervision).**

Candidates have multiple opportunities to model personal and professional ethics, integrity, justice and fairness, and receive feedback from the program and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; and develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.

The program provides an opportunity for the candidate to learn about political, societal, economic, legal and cultural influences on schools. By augmenting the candidate's knowledge of these interconnections, the program develops the candidate's ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The program content should provide opportunities for the candidate to practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the school community. The candidate has an opportunity to learn how to view himself/herself as a leader of a team and as a member of a team by engaging in coursework and fieldwork that provides opportunities to both lead and work collaboratively.

STANDARD 10

Organizational Management

Each candidate demonstrates understanding of the organization, structure, and cultural context of schools and is able to lead others in the development and attainment of short-term and long-term goals.

This program was designed to provide each candidate with a comprehensive overview of the organization of schools. This is a central theme of the six EAD courses taught in the Educational Administration Preliminary Credential and Master Programs. Candidates are exposed to the strengths and weaknesses of organization models for effective leadership in **EAD 574, Governance and Politics of Education**. In this course, candidates are expected to complete an organizational analysis which requires an understanding of school organization, the roles of individuals within the school setting and the ability to apply theoretical perspectives to their own organization through the development of a comprehensive case study. Candidates learn to identify areas of concern within their organization and be able to offer viable strategies to address areas of improvement.

Candidates learn the process for short-term and long-term planning in **EAD 571, School Management and Finance**, where students learn how to plan budgets and resources for both short and long-term planning. The differentiation between short-term planning and long-term planning is that long-term planning for change requires strategic planning skills, whereas short-term planning often requires skills in conflict resolution. Candidate assessment is through their budget class presentations. Candidates reading list in **EAD 571, School Management and Finance**, include Sergiovanni, Farson, Fullan, etc. Candidates are invited to include business management theorists upon approval of the instructor as part of their required reading list class presentations.

Another course, **EAD 570, Supervision of Instruction**, addresses short and long-term planning for instructional improvement and student achievement. Candidates analyze school and district test results and plan short and long-term strategies related to students and cohorts. Candidates are assessed through their class discussions and class presentations. Also, candidates become familiar with mechanics of developing goals and objectives that include the development of a timeline for attainment of stated instructional goals.

Candidates learn how to use technology to enhance leadership skills toward organizational planning. In **TBE 550, Computer-Managed Instruction**, students are required to develop short and long-term technology plans. Software and hardware acquisition, maintenance, and planning of future technology needs are part of the technology plan candidates are required to complete in this course.

In addition to the EAD courses, the core department courses (**GED 500, Research Methods in Education, GED 501, Seminar in Learning and Development, and GED 503, Socio-Cultural Issues in Education**) required of all master students in the Graduate Education Program, provide foundations upon which candidates will eventually make management decisions in school settings. For example, **GED 503, Socio-Cultural Issues in Education**, takes a sociological and cultural anthropological perspective in examining schools. The required course, **MUL 520, The Teaching of English to Speakers of Other Languages**, complements and sometimes overlaps **GED 503, Socio-Cultural Issues in Education**, in the area of second language acquisition and cultural perspectives. The required course, **SPE 524, Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities**, provides the foundation for candidates to make decisions regarding special education and the many challenges which will face the candidates as they manage the schools in which they will be administrators. Special Education is one of the most challenging areas for new administrators as they manage IEP, demands of parents, needs of students, and resource and fiscal restraints.

In addition, the comprehensive examination assesses the candidates' ability to manage schools via school case studies. Students read actual problem situations in schools, and must present effective and efficient solutions. After presenting the possible solutions, they must select the best solution and give a rationale for their choice. Students are required to include actual learning's from their classes to support their decisions. The comprehensive exam is four hours long and involves four case studies.

STANDARD 11

Instructional Management

Each candidate demonstrates the ability to design, implement, and evaluate instructional programs and lead in their development and improvement.

Instructional management is one of the two essential competency areas identified by NPBEA, CCTC and ISUC. To that end, the Educational Administration faculty believe that specific attention must be devoted to the acquisition of skills in the area of instruction through especially designed assignments in each of the required courses.

Several of the courses in the Educational Administration program assist the candidate in understanding the basic principles of curriculum design. For example, **EAD 570, Supervision of Instruction**, provides candidates with an understanding of the function of instructional supervision within the context of the state and national school reform agenda. Instructional supervision is presented as a key component in the development of learning communities, the improvement of schools, the improvement in the process of teaching and learning, and the improvement in student achievement. Special emphasis is placed on the California Standards for the Teaching Profession (CSTP), California Frameworks, California's Beginning Teacher Support and Assessment program, the Peer Assistance and Review program, developing an individual educational platform, formative and clinical supervision strategies, and summative evaluation tools. Candidate's knowledge is assessed through their research papers on improving instruction, class discussions, and class presentations of their research. Candidates are provided with models of curriculum design that explain how the placement of key elements of curriculum and the relationships of these elements to one another form a type of mapping of the curriculum course of study.

Candidates demonstrate their proficiency in planning and organizing programs for staff development in **EAD 570, Supervision of Instruction**, consistent with the curricular and instructional needs of their students through classroom projects, presentations and work exhibits and through fieldwork experiences in the areas of Leadership, Improvement in the Educational Program, School-Community Relations, and School Management.

Candidates are expected to demonstrate this understanding of curriculum design as they complete their fieldwork experiences in the Leadership, Improvement in the Educational Program, School-Community Relations, and School Management competencies. These competencies provide an opportunity for candidates to work with their peers, administration, students, and community in collaborative and leadership roles around the foundations of curriculum design and implementation. Candidates present evidence of these interactions in a professional portfolio that is endorsed by the candidates' site supervisor and assessed by the candidates' university instructor.

Working in the diverse school districts that the university serves provides a natural motif for candidates to study the developmental needs of the diverse learners that make up their school communities. Appropriate learning methods and activities for these diverse groups of students is a topic of discussion in **MUL 520, The Teaching of English to Speakers of Other Languages**. In this class candidates are provided opportunities to demonstrate their understanding of the needs of their student populations with class projects, presentations and demonstrations.

Candidates express their understanding of the appropriate resources available to assist school leaders in the instruction and operation of schools through fieldwork requirements in the area of School Management, **EAD 593S, Internship in School Administration and Supervision**. To complete this competency, candidates must provide evidence of their knowledge of planning, goal setting, prioritizing, data collection and other school operations that ultimately benefit the academic achievement of their students.

Candidates also show their understanding in the fieldwork experiences required by the competencies Leadership, Improvement in the Educational Program, and School Management. These competencies require that the candidate demonstrate that they can effectively marshal resources for the improvement of teaching and learning from a variety of school and community assets.

Throughout the candidates' coursework and fieldwork experiences, the candidate has opportunities to work with their school's assessment data. They collect that data for **EAD 570, Supervision of Instruction, TED 405, Mainstreaming Children with Special Needs, MUL 520, The Teaching of English to Speakers of Other Languages, and SPE 524, Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities**, and analyze the data for the various requirements of each course. The goal of each of these courses is to provide candidates with the requisite tools to effectively lead schools through an analysis of student assessment data that results in improved student achievement. Specifically, in the fieldwork competencies Leadership, Improvement in the Educational Program, and School Management, candidates demonstrate their understanding of how to analyze and improve student assessment data.

Since candidates at CSUDH work with very diverse student populations, coursework in the Educational Administrative credential program is designed by instructors to take advantage of the candidates many experiences working with those students. Course assignments and other classroom discussion activities provide students with multiple opportunities to discuss and share their field experiences. Appropriate learning methods and activities for diverse groups of students are emphasized in the courses listed above.

Candidates demonstrate their understanding of how to direct the appropriate ancillary services to student for the improvement of teaching and learning in a variety of courses.

In **TED 405, Mainstreaming Children with Special Needs**, candidates learn to facilitate the integration of handicapped children into the regular classroom. This course covers the legal responsibilities, diagnostic/prescriptive teaching, problem solving and visits to special education facilities. In **MUL 520, The Teaching of English to Speakers of Other Languages**, candidates learn about the issues and problems related to the teaching of English to second language learners in our school's communities. In **SPE 524 Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities**, addresses the major educational policy, and legal issues addressed by our disabled community.

STANDARD 12

Management of Schools

Each candidate is able to plan, organize, implement, manage, facilitate, and evaluate the daily operation of schools in ways that achieve organizational goals and lead to the safe, productive operation of schools.

The program has been designed to allow candidates to develop the skills necessary to lead safe and productive schools. Students are able to manage a safe and orderly school environment in part through their knowledge of law, school policies, and government codes that are assessed in multiple-choice tests and through case studies. In **EAD 506, Law and Ethics in Public Education**, candidates learn the laws and regulatory codes relating to the daily operations of schools including management, personnel, students, and the community at large. Candidates learn to make decisions in compliance with federal and state laws. Candidates are knowledgeable of board policies and administrative regulations. Candidates' knowledge is measured by mid-term and final examinations.

Candidates learn to develop skills in the design, implementation, and evaluation of program effectiveness. In **EAD 570, Supervision of Instruction**, candidates learn the daily operations relating to supervision of teaching and learning and education codes relating to instructional supervision. Candidates learn how to create a professional learning community, teacher observations, evaluation, cognitive coaching, and conferencing techniques. Candidates' ability to translate a shared vision into a strategic and operational plan is assessed through projects such as teacher observation, role-playing, and test score analysis papers.

Candidates are engaged in developing skills and strategies to involve internal and external stakeholders, including students, parents, faculty, school board members and representatives from the community, in cooperative and collaborative efforts to improve school programs. In **EAD 514, Administrative Personnel Seminar**, candidates learn laws and codes relating to the daily management of personnel. In addition, candidates are knowledgeable of human relations, negotiation, and performance evaluation. Candidates' knowledge is measured by through examinations, as well as course projects, e.g. a course portfolio including all information relating to personnel matters. Students demonstrate how they are able to manage students' behavior through small group discussions and case studies.

Candidates gain knowledge in acquiring resources, observe student behavior, and examine school data for determining areas of need and improvement. In **EAD 571, School Management and Finance**, candidates learn effective school business management practices. Through this course's requirements, e.g. budget analysis and faculty meeting simulations, candidates demonstrate the important management skills of communication and decision making in relation to school resources. Candidates are able to manage school budgets, student body funds, supervise staff responsible for fiscal accounting, and research the web for up-to-date information on all matters related to the management of schools since such research is a requirement of this course.

In this course, students demonstrate how to take school resources, assist in developing a shared vision (budget), implement and monitor that school's operational plan. Students learn how to analyze and manage data (financial, student test scores, student data) and must present their analysis through a class presentation. Utilizing web sites, students learn to access their school/district budget and student site data and this analysis is part of an on-going discussion found on the blackboard course web site.

Further, candidates participate in administrative fieldwork experiences that allow them to examine the school's management system and how organizational structures facilitate student learning. Field experiences include intensive experiences in the day-to-day functions of school management. School management is a specific domain in which candidates choose experiences and opportunities in the following areas: decision making, planning models, goal setting, prioritizing, and resource utilization; use of research in school management; office and plan management; use of computers and other technology in administration and time management. The student Portfolio is the summative assessment of the credential program.

Of particular importance, is allowing candidates to develop skills to establish a personal vision and to work with a diverse group of stakeholders in creating a shared vision that can translate into a viable action plan. In addition to the EAD courses, **GED 503, Socio-Cultural Issues in Education**, required of all credential candidates in the Graduate Education Department, provide foundations upon which candidates will eventually make management decisions in school settings. **GED 503, Socio-Cultural Issues in Education**, takes a sociological and cultural anthropological perspective in examining schools. Another required course, **MUL 520, The Teaching of English to Speakers of Other Languages**, complements and sometimes overlaps **GED 503, Socio-Cultural Issues in Education**, in the area of second language acquisition and cultural perspectives. Another required course, **SPE 524, Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities**, provides the foundation for candidates to make decisions regarding special education and the many challenges that will face the candidates as they manage the schools in which they will be administrators. Special Education is one of the most challenging areas for new administrators as they manage IEP, demands of parents, needs of Candidates, and resource and fiscal restraints. Lastly, **TBE 550, Computer-Managed Instruction**, addresses how candidates will manage the technology resources critical for our schools. Software and hardware acquisition, maintenance, and planning of future needs are a part of this course and major needs for management of school resources.

STANDARD 13

Human Resource Administration

Each candidate demonstrates understanding of the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings.

Human Resources Administration is taught specifically in **EAD 514, Administrative Personnel Seminar** comprehensively addresses the essential components of this important field for school administrators. Through case study teaching techniques, students learn the skills of recruitment, selection and assignment of staff; supervision and evaluation of certificated and classified staff; collective bargaining; personnel contracts; and the management of personnel files. Candidates gain familiarity with human resource issues and the cost associated with providing appropriately credentialed and qualified certificated and classified staff. Candidates learn the value and importance of making appropriate personnel assignments and how to identify and use each employee's skills, abilities, and training to promote successful school efforts through their readings, class discussion, and interviews of practicing administrators. Candidates learn the importance and the role that effective staff development programs play in establishing productive school settings. Candidates examine staff development models and engage in identifying employee needs as they read and study models and in small group class discussions share their learning(s) to their current school settings.

Beyond **EAD 514, Administrative Personnel Seminar**, all other EAD courses address one or more components of Human Resource Administration. For example, in **EAD 570, Supervision of Instruction**, candidates learn to supervise staff to create effective professional learning communities for students and staff. Evaluation of staff, individual professional development plans for employees warranting a needs-to-improve plan are discussed and created in **EAD 570, Supervision of Instruction**.

In the capstone fieldwork course, **EAD 593S, Internship in School Administration and Supervision**, personnel management is one of the seven domains. Candidates must select or design experiences in the recruitment, selection and assignment of staff; supervision and evaluation of certificated and classified staff; collective bargaining; personnel contracts; and in the management of personnel files. Candidates in the work setting quickly learn for schools to be effective for K-12 students, the effective management and leadership of staff and faculty is one of the most critical component in any school setting. The candidates' portfolio represent their reflective comments on the importance component of leadership in addition to representing evidence of their first-hand experience in leadership roles.

STANDARD 14

Fiscal Resource and Business Service Administration

Each candidate develops an understanding of the effective and efficient management of fiscal resources and business services.

Candidates develop the skills and understanding to apply effective and efficient management of fiscal resources and business services in **EAD 571, School Management and Finance**. Decision-making, planning, goal setting are skills which are applied and synthesized in the student's major course project of budget analysis presented in a simulated faculty meeting in the classroom setting. Candidates are required to read and ask the essential questions regarding various district and school budgets throughout California and are required to make use of the web for their research in education codes, fiscal information from various network sources throughout the state in the responding to discussion on the web. This course blends technology with traditional delivery. Candidates must respond to questions and discussion prompts (on the Blackboard course site) on the administration of specially funded programs including major categorical federal and state programs as well as student body and foundation funds. Candidates interview three current site administrators responsible for budget and report findings to the class in a reflective journal posted on the web. Blackboard has become a major vehicle to deliver this course maximizing opportunities and learning for student.

In addition, all other EAD courses complement the instruction of fiscal resources and business service administration. For example, **EAD 506, Law and Ethics in Public Education**, candidates learn the education codes related to budgeting and management of resources. They also explore the ethical consideration related to the proper management of fiscal resources. Their learning is assessed through examination and eventually through their fieldwork experiences.

In the capstone fieldwork course, **EAD 593S, Internship in School Administration and Supervision**, resource utilization, office and plant management, use of computers and other technology, legal and financial are areas in which the candidate must design or select experiences to demonstrate their learning as candidates for the preliminary credential.

STANDARD 15

Legal and Regulatory Applications

Each candidate understands the federal, state and local educational laws, regulations and other policies that govern schools, and know how act in accordance with these provisions.

In **EAD 506, Law and Ethics in Public Education**, candidates are exposed to federal and state constitutional provisions, state statutes and regulations, including California Education Code and Title V, regulatory interpretation and application and the importance of local board policies, procedures, and directives related to school operation.

More specifically, this course provides candidates with a sound foundation regarding the sources of educational law, in particular, issues related to First, Fourth, and Fourteen Amendments such as free speech, religion, assembly, search/seizure, due process and equal protection. The concepts of liability including negligence, assault/battery, false imprisonment, and educational malpractice are examined from both the employee and administrator perspectives. The legal ramifications of curriculum, instruction, testing, and the needs of special populations are studied.

Candidates are exposed to personnel issues such as eligibility for employment, certification requirements, employee performance criteria, disciplinary procedures and grounds for dismissals as well as procedural due process. Non-discrimination policies related to Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the Rehabilitation Act are also covered.

To reinforce their understanding and knowledge, candidates are required to analyze and critique various educational court cases, analyze and summarize a school policy, respond to hypothetical scenarios related to legal school issues, follow pending legislative bills, participate in simulations which will require candidates to conduct themselves in fair and impartial ways, and to write a comprehensive research analysis of a school law issue.

Further, candidates are required to include and engage in activities related to school law as part of their fieldwork experience. Such activities may include a safety inspection plan, examining student enrollment forms, confidentiality issues, attend an IEP or a SARB hearing, review attendance and truancy policies, to name a few.

Finally, ethics is an essential part of this course. Candidates are given the opportunity to reflect on their beliefs and experiences and are challenged through class discussions using real life ethical scenarios. Candidates learn to understand how moral and ethical considerations will affect their leadership and administrative practices in the future.

EAD 571, School Management and Finance, EAD 514, Administrative Personnel Seminar, and EAD 574, Governance and Politics of Education, complement **EAD 506, Law and Ethics in Public Education,** by addressing laws and regulations governing finance and school resources, personnel, and governance. **EAD 571, School Management and Finance,** addresses regulations governing finance and school resources. For example, candidates who successfully complete **EAD 571, School Management and Finance,** are knowledgeable of the current regulations governing categorical program and have the skills to research the future inevitable changes in state and federal categorical programs. As they administer Federal Title III, English Language Acquisition, and Title I, School Improvement Programs, they will be able to understand, follow, and use the most current rules and regulations. This is critical since our candidates must graduate prepared for the future unknown changes in a highly regulated environment in urban public schools.

In the capstone fieldwork course, **EAD 593S, Internship in School Administration and Supervision,** legal and regulatory issues are areas in which candidates must choose experiences. The specific areas are: development and implementation of local district policies and regulations; sources and types of funding; budgeting; financial implications of personnel contracts. All candidates' portfolio must contain evidence of fieldwork in these respective areas.

STANDARD 16

Policy and Political Influences

Each candidate recognizes the relationships among public policy, governance, and schooling and is able to relate policy initiatives to the welfare of students in responsible and ethical ways.

EAD 574, Governance and Politics of Education, has the primary responsibility to address this standard while **EAD 571, School Management and Finance**, **EAD 514, Administrative Personnel Seminar**, **EAD 570, Supervision of Instruction**, and **EAD 506, Law and Ethics in Public Education**, complement **EAD 574, Governance and Politics of Education**. Candidates successfully completing **EAD 574, Governance and Politics of Education**, understand the relationship of policies, laws, and practices through observations, interviews, readings, and reflective essays. For example, candidates are expected to interview governance figures in their respective school communities regarding their role in local education and their platforms and agendas. These governance figures include state and federal representatives (or their representatives), school board members, local government officials, and school administrators.

EAD 571, School Management and Finance, addresses the history of California Finance and public policies, and propositions that affect the governance of California school funding. Through multiple-choice examinations, candidates demonstrate their knowledge of the history of legislation that has changed the course of funding over the past four decades.

EAD 506, Law and Ethics in Public Education, directly focuses on the relationship between public policies and state and federal law. Candidates are knowledgeable regarding the complexities of political influences on the legislative process and their learning is assessed through examination and class discussion.

EAD 514, Administrative Personnel Seminar, teaches the relationship between policy and human resource management. Candidates understand the relationship between the politics of union contracts and the welfare of students. Candidates learn relevant educational laws and policies, including the Stull Bill.

EAD 570, Supervision of Instruction, is a course in which candidates are made aware of the policies and politics behind the cyclical changes in teaching and learning and understand the political influences on instruction in the state of California. In both courses student learning is assessed through class discussion, examination, and student projects.

In the capstone fieldwork course, **EAD 593S, Internship in School Administration and Supervision**, governance and politics is a domain required of candidates to address. Candidates must choose participation or attendance at school boards, district and site councils, unions and professional association, functions of county school offices, state departments of education, and the U.S. Department of Education. Students' portfolio is the summative assessment.

STANDARD 17

School and Community Collaborations

Each candidate in the program collaborates with parents and community members; works with community agencies, foundations, and the private sector; and responds to community interests and needs in performing administrative responsibilities.

There are two designs for collaborative activities that are available to our credential candidates and which hallmark the CSUDH COE Educational Administration administrator preparation program: (1) the traditional individual range of collaborative events/projects, and, (2) the innovative CSUDH/LAUSD Professional Development Academy (PDS).

Traditional Individually Selected Collaborative Activities

A primary goal of the CSUDH COE Educational Administration administrator preparation program is to establish genuinely collaborative family-school partnerships to maximize children's academic success and social-emotional development. Our program seeks to change the overall climate of schools, a large-scale organizational change, so as to have a positive impact on thousands of children and their families. This is done by training the CSUDH administrative candidates to create sets of routine activities for planning, decision-making, problem solving and learning in which family, staff, and children collaborate. All these events send a clear message about how the school aims to collaborate with families and are integrated in the required courses listed.

For example, our candidates work with a cluster of schools in a school district as the target for change. During the course of our program, the candidates are engaged in activities with individual children and families that are designed to result in grade level and school-wide changes of attitudes and practices of staff, children and families, and district-wide policy. Sometimes, because of past experiences, some parents and school staff must overcome a legacy of distrust and/or negative relations and change their attitudes and behaviors toward one another to insure the success of all children. The CSUDH collaborative strategies are based on the assumption that these attitude changes will only occur after staff, children and parents actually collaborate effectively together many times and produce desirable results from the partnership. When they have these fundamental relationship experiences, they will be able to accept collaboration between family and school as a routine means for accomplishing educational goals.

Our candidates usually begin working with a given school/district by assessing the existing school climate and the particular issues facing the school and its community from the viewpoints of the school staff, administrators, teachers, parents, students and other community members. Then a process begins in which we assist our candidates in the design of activities and events to restructure core school activities such as orientations, parent-teacher conferences and problem-solving meetings to involve the child and family routinely as active members of a collaborative working process. Our candidates work with the school staff to generalize what they have learned in planning and implementing core school activities to then develop elective activities that address specific issues or concerns in their school.

The CSUDH/LAUSD Innovative Professional Development Academy (PDS) Project Grant, The School Leadership Grant

The philosophy of the CSUDH/LAUSD Innovative Professional Development Academy (PDS) Project (Grant) incorporates best practices nationwide of recruiting, training, and retaining school administrators that lead to improved student achievement. The program emphasizes a balanced approach to theory and practice in coursework, emphasis on practicum in each course, a compacted curriculum and timeline without loss of program quality, regular structured support from faculty mentors and practitioner peers, promotes inclusive educational approaches, and is located at a school site within the school district.

The program will establish a precedent to follow once the project is completed. By evaluating the program on a regular basis, modifications (if any) can be made to ensure continued program quality in future years. Once the goals and objectives of this innovative collaborative PDS project have been achieved, the project will continue to be used throughout LAUSD and replicated in other school districts facing the same school reform issues.

The concept of the CSUDH/LAUSD Educational Administration PDS Project has as its core an opportunity for change and school renewal. This renewal is facilitated through the efforts of the specially selected CSUDH future administrative preliminary administrative services candidates (70 per year 2002-2005) whose matriculation is funded through the grant. The activities of the candidates, through the district and university working in collaboration, are guided by the philosophy of teaching model developed by the Holmes Group (1986). In this project, teachers are considered professionals who are afforded opportunities to continually learn through intensive staff development activities conducted by the CSUDH faculty. The professors and teachers learn to work together to improve education for classroom students and aspiring teachers. There is a focus on a hands-on approach to teaching and administration.

The ultimate goal of the collaborative CSUDH/LAUSD PDS is to implement and evaluate a recruitment, training, and retention program for school administrators, especially those from culturally and/or linguistically diverse backgrounds and those with disabilities, to work in high-need schools.

STANDARD 18

Use of Technology

Each candidate in the program effectively manages the various uses of technology for instructional and administrative purposes in the educational setting.

The College of Education Knowledge Base generates seven areas of which one emphasizes the use of technology to improve and manage instruction. Utilizing the writing and research of Grabe & Grabe and Papert, instructors formulated their teaching strategies to integrate technology into their courses.

Two courses specifically address this standard: **EAD 571, School Management and Finance**, and **TBE 550, Computer Managed Instruction**. Candidates completing **TBE 550, Computer Managed Instruction** will be skilled in the basic Windows and Macintosh computer operations, web research, and in the design of an introductory computer workshop (one Windows and one Macintosh) for educational personnel, including objectives, schedule of topics, hardware/software requirements, handouts, and evaluation. Given the course is designed for future administrators, candidates upon successfully completing this course will be able to critique and or create a school or district technology plan, providing specific suggestions for improvement. Candidates will be able to supervise the purchasing, installation, and management of computer labs, networking, computer software, hardware, data base files, and appropriate management of web access.

Complementing **TBE 550, Computer Managed Instruction**, **EAD 571, School Management and Finance**, provides candidates experience in the use of technology as a tool for school managers and leaders. Candidates learn professional web sites to assist them as managers, e.g., current categorical rule and regulations, current financial information, changes in education codes and governmental policies, etc. Learning how to access the wealth of information on the web and the research skills necessary to critique and analyze this data provides opportunity for candidates to remain current in their field and thus more effective and efficient managers of schools.

In addition, candidates regularly use the web for research in all other classes. For example, in **EAD 506, Law and Ethics in Public Education**, candidates must select from a list of application activities that require that they research legal issues, cases, and laws, and policy positions related to the law on the web.

Likewise, candidates communicate with faculty using email as well as submitting their course work electronically. Web advisement is more frequently being used as a convenient medium for students to communicate. In addition, the college web site has become an informative tool for candidates and individuals considering application. Fieldwork candidates frequently use discuss and share ideas via the web. Site advisors/mentors for fieldwork often require candidates to be technologically proficient.

University librarians provide lectures within educational administration classrooms for student in-service with the use of electronic databases. In this every changing technological world, instructional leaders must become knowledgeable of the resources available to students and their communities. Consequently, educational administrative candidates are expected to become users of electronic databases. The Library has a reference collection designed to support the curriculum at the undergraduate and graduate level. In recent years, the electronic data basis has been updated and expanded. Currently over 80 online databases are available to the campus. These databases provide citations to journal articles, reports, documents, books and other materials. These data sources are utilized in **TBE 550, Computer Managed Instruction**, and are part of various course web sites such as in **EAD 571, School Management and Finance**. Many of these databases include full-text journal articles or documents. More than 26,000 unique journal titles are now available online through these databases. Two faculty members of the Educational Administration Program utilize blackboard as part of their course web design. Course assignments, documents, and other course materials are posted for retrieval by candidates.

Another example of using technology available on CSUDH campus as an opportunity for candidates to become instructional leaders is the use of the University's Smart Classrooms. For example, in **EAD 571, School Management and Finance**, beyond actually using the available smart classrooms on campus to more effectively teach finance and management of resources, the instructor discusses the opportunity of such a lab for use in a K-12 school setting and how best to design and evaluate lesson with such equipment. This class discussion becomes part of the candidate instructional leadership experience without being assigned a specific course or assessment.

STANDARD 19

Determination of Candidate Competence

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one situational supervisor, that the candidate has satisfied each standard in Category V.

Each CSUDH Preliminary Administrative Services Credential candidate is assigned a university supervisor upon enrollment in the first semester of **EAD 593S, Internship in School Administration and Supervision**. The candidate selects a site supervisor with whom he/she will collaborate in determining the specific experiences that will satisfy the 32 fieldwork competencies. Each university supervisor is responsible for the candidate, and for working collaboratively with all parties involved for the success of the candidate.

Each candidate is to create a professional portfolio to be used as documentation of the demonstration of skills achieved. Each university supervisor is responsible for examining the entire internship portfolio in order to assess the extent to which the candidate has produced evidence of skills accomplished. The university supervisor uses the department fieldwork rubric; revised 2003, in such an evaluation after reviewing the site/field supervisor has approved each competency. The university supervisor collaborates with the site supervisor/mentor for a systematic final evaluation of the candidate prior to credential recommendation. Since this course is not a letter-grade course, each university supervisor records on the official rubric the recommendation of credit or no credit.

The candidate completes 16 competencies each semester. After each semester, the EAD Coordinator reviews with faculty the candidates' success records and achievements. In the exit interview, candidates are mentored regarding job search and use of their professional portfolio.

Each course syllabus indicates the formative assessments utilized by instructors to determine appropriate performance based standards and how candidates may achieve them. These formative assessments are cumulative over the curriculum and are directly related to program summative performance tied to seven domains of candidate competence. In addition, every instructor provides timely feedback of candidate performance over the term of the course. Lastly, each course syllabus indicates CCTC and NCATE standards that are to be met by the candidates.

Rubrics governing the summative assessment are based on those established in the current Fieldwork Handbook, those established in the WestEd document, Moving Leadership Standards into Everyday Work, and those established by members of the Program faculty and Program Advisory Committee.

Candidates exiting the program, program faculty, and members of the Program Advisory Committee meet periodically to determine the effectiveness and relevance of summative assessment activities.

Candidates are made aware of the credential application process by their advisor. Once all courses have been completed and the candidate receives a passing score on their Student Portfolio, the candidate's advisor reviews the candidate's records. If satisfactory, they are sent to the Credential's Office for final review and approval.

APPENDICES

			Page
Appendix	1	Educational Administration Program Course Offerings.....	56
Appendix	2	Educational Administration University Program Description.....	57
Appendix	3	Fieldwork Portfolio Evaluation.....	61
Appendix	4	Fieldwork Rubric.....	62
Appendix	5	Technology Matrix.....	66
Appendix	6	Educational Administration Reading List.....	70
Appendix	7	EAD 593, Internship in School Administration and Supervision Application.....	77
Appendix	8	Fieldwork Manual.....	78
Appendix	9	Comprehensive Examination Scoring Rubric.....	110
Appendix	10	Comprehensive Examination Policy.....	112

APPENDIX 1

Preliminary Educational Administration Program Course Offerings

Masters in Education, Educational Administration

- GED 500 - Research Methods in Education (3)**
- GED 501 - Seminar in Learning and Development (3)**
- GED 503 - Socio-Cultural Issues in Education (3)**
- EAD 506 - Law and Ethics in Public Education (3)**
- EAD 514 - Administrative Personnel Seminar (3)**
- MUL 520 - The Teaching of English to Speakers of Other Languages (3)**
- TBE 526 - Computer-Managed Instruction (3)**
- EAD 570 - Supervision of Instruction (3)**
- EAD 571 - School Management and Finance (3)**
- EAD 574 - Governance and Politics of Education (3)**

Preliminary Credential, Tier I

- GED 503 - Socio-Cultural Issues in Education (3)**
- GED 506 - Law and Ethics in Public Education (3)**
- EAD 514 - Administrative Personnel Seminar (3)**
- MUL 520 - The Teaching of English to Speakers of Other Languages (3)**
- SPE 524 - Advanced Leadership Management and Curriculum Modification for
Diverse Learners with Disabilities (3)**
- TBE 526 - Computer-Managed Instruction (3)**
- EAD 570 - Supervision of Instruction (3)**
- EAD 571 - School Management and Finance (3)**
- EAD 574 - Governance and Politics of Education (3)**
- EAD 593 - Internship in School Administration and Supervision (3,3)**
(2 separate semester courses for a total of 6 units on transcripts)

APPENDIX 2

Educational Administration Program Document

California State University, Dominguez Hills
College of Education

MASTER OF ARTS - EDUCATION

Educational Administration

CREDENTIALS

Preliminary Administrative Services

Coordinator: Dr. Ann Chlebicki

Program Faculty: Dr. Ann Chlebicki, Dr. Robert Clark, Dr. Robbe Lynn Henderson, and Dr. Edward Negrete

Graduate Education Division Chairperson: Dr. Louis Murdock (1010A)

Donna Alderman, GED Division Secretary
Judy Radeke, GED Division Administrative Coordinator
COE 1010, Telephone: (310) 243-3524 / FAX (310) 516-3326

MISSION AND GOALS STATEMENT

The Division of Graduate Education at California State University, Dominguez Hills, prepares educators for culturally and linguistically diverse students in urban school settings. As part of this mission the Division has adopted the statement below:

With the guidance and support of their instructors and supervisors, all Master of Arts in Education, certificate, and credential candidates will work toward achieving these goals:

- Skill in providing equal opportunities for all students.
- Sensitivity toward and effectiveness with learners from diverse cultural and linguistic backgrounds.
- Appropriate and creative use of collaboration among learners.
- Emphasis on an integrated curriculum that taps higher order cognitive skills.
- Meaningful authentic curriculum and assessment for all students.
- Engagement in reflective practices.
- Knowledge of theory and research that informs good teaching.

PROGRAM DESCRIPTION

The Graduate Education Program is designed to provide knowledge and understanding of the basic foundations and theories of education as well as advanced training in specific fields. The curriculum objectives seek to promote a blending of theory and practice to assist students who seek advancement within their chosen field in education, public service or private industry.

FEATURES

The Graduate Education Program is designed to meet the needs of full-time working professionals by offering a full program of courses in the late afternoon and evening. Courses are offered so that degree requirements may be completed on a part-time basis over a period of two years or four semesters. All students work closely with advisors to plan programs that meet individual needs.

The urban location of the University provides a unique opportunity for working with a diverse cultural and ethnic population both in classes and in field experiences. Faculty maintain close, working relationships with their professional colleagues in the field, and thus are well qualified to bring a high degree of application and relevancy to their teaching. The Department takes pride in the practicum courses it offers in every option that enable students to experience practice experiences in supervised settings. These classes tend to be smaller than the theory classes to allow for synthesis of theory and practice which is essential to a quality professional educational program.

ACADEMIC ADVISEMENT

Students must regularly confer with their advisors throughout their course of study to ensure that they are taking the appropriate coursework in the proper sequence.

CAREER OPPORTUNITIES

Graduates typically find employment in public- and private-school systems, community agencies, private industry and health services.

ADMISSION PROCEDURES

Requirements:

Admission as a classified graduate student in Education requires:

- Admission to the University
- A baccalaureate degree from a regionally accredited college or university
- A 2.75 minimum grade point average in the last 60 units attempted
- Three recommendations from individuals who can evaluate the applicant's potential for graduate study
- An individual interview with a faculty advisor
- Completion of Graduation Writing Assessment Requirement (GWAR), this is an M.A. requirement only.

Applicants who do not meet the 2.75 minimum grade point average may instead submit a Miller's Analogies Test (MAT) score of 40 or above in lieu of the 2.75 g.p.a. Register for the MAT at the CSULA Testing Office.

Procedures:

Students are strongly urged to apply by June 1 for the fall semester and November 1 for the spring semester to allow adequate time for processing registration materials.

All prospective graduate students, including CSU Dominguez Hills graduates, must file the following with the CSU Dominguez Hills Admissions Office:

- An application for admission and a supplemental application for graduate admissions, and
- Two sets of official transcripts from all colleges and universities attended other than CSU Dominguez Hills.

At the same time, each applicant must file a separate program application with a copy of each transcript for the Educational Administration M.A. Option and/or Administrative Services Credential Program to the Graduate Education office. A decision regarding admission will be made after receipt of application, recommendations and completion of personal interview. The decision regarding admission will be mailed to the applicant.

CLASSIFIED STANDING

Students who satisfy all the requirements of program admission will be admitted with Classified Standing. Students accepted with Conditional Standing will have a semester to meet the conditions for Classified Standing.

MASTER OF ARTS DEGREE IN EDUCATIONAL ADMINISTRATION REQUIREMENTS

The Master of Arts in Education requires completion of 30 units of coursework with a minimum 3.0 grade point average. A minimum of 21 semester units must be completed in residence, i.e. after acceptance into the program. Students may transfer up to nine units of previous course work as long as those nine units were not used to complete requirements for another degree, were not taken as undergraduate work, are appropriate to the degree program to which they are admitted at CSU Dominguez Hills as determined by a program advisor and were completed within the seven year period for the degree. Please see the CSUDH catalogue for further clarification of credit for transfer graduate work.

PLEASE NOTE: 21 units must be completed in residence at this institution after the master's program has been declared. Please see the university catalog for further information

Students may take up to seven (7) years to complete the coursework, including the thesis or exams. Coursework that does not meet the seven-year deadline will have to be repeated. Please see the CSUDH catalog for further information regarding outdated course work.

All students must meet a Graduate Writing Assessment Requirement (GWAR) within the first semester of attendance, or verification of enrollment in ENG 350. This requirement can be met on the CSU Dominguez Hills campus by attaining a passing score of eight or better on the GWE or with a passing grade of at least a B in one of the certified courses on this campus. Education students typically take English 350 to meet this requirement. Please see the CSUDH catalog for further information regarding the university writing requirement.

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the university catalog entitled "Requirements for the Master's Degree."

COMPLETION OF DEGREE

Prior to the completion of 21 semester units (including core courses), graduate students must select one of the following alternatives unless otherwise specified:

Alternative I: Coursework and thesis (30 units)

1. Complete an approved program with a minimum of 24 units of coursework with a minimum of a B (3.0) overall average (including core courses).
2. Complete an approved thesis or project (six units). Thesis preparation guidelines are available at the University Bookstore. Students must request permission from the Coordinator of the program during the first year of matriculation in order to complete an approved thesis or creative project. A letter of intent/proposal must be submitted and approved one (1) year prior to beginning of the thesis or project. A committee roster of three CSUDH fulltime tenure-track College of Education faculty must accompany the letter of intent (See the ED ADM advisors for information and forms).

Alternative II: Coursework and Examination (30 units)

1. Complete an approved program of 30 units of coursework with a minimum of a B (3.0) overall average (including core courses).
2. Pass a comprehensive examination. After completion of all coursework or during the last semester of coursework, the M.A. degree candidate may apply to take the comprehensive examination. A maximum of one retake opportunity is available.

EDUCATIONAL ADMINISTRATION OPTION (30 UNITS)

Common Core Requirements

GED 500 - Research Methods in Education (3)
GED 501 - Seminar in Learning and Development (3)
GED 503 - Socio-Cultural Issues in Education (3)

Required Courses (21 units)

EAD 506 - Law and Ethics in Public Education (3)
EAD 514 - Administrative Personnel Seminar (3)
MUL 520 - The Teaching of English to Speakers of Other Languages (3)

TBE 550 - Computer-Managed Instruction (3)
EAD 570 - Supervision of Instruction (3)
EAD 571 - School Management and Finance (3)
EAD 574 - Governance and Politics of Education (3)

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (33 Units)

The Preliminary Administrative Services Credential at CSU Dominguez Hills is an interdisciplinary program designed to prepare educators for leadership positions in elementary, middle and secondary schools. It is a competency-based first level administrative training and development program for middle management in the schools. Students should consult with their advisor concerning the Professional Credential which is additional training required by the CCTC beyond the Preliminary Credential described below. Every effort is made to integrate credential, and degree programs for the benefit of the student.

Admission Requirements

- Three years fulltime teaching experience with a valid California Teaching Credential (includes emergency permit)
- A 2.75 grade point average in the last 60 units of college work
- An individual or group interview and three recommendations

Required Courses (33 Units)

GED 503 - Socio-Cultural Issues in Education (3)
GED 506 - Law and Ethics in Public Education (3)
EAD 514 - Administrative Personnel Seminar (3)
MUL 520 - The Teaching of English to Speakers of Other Languages (3)
SPE 524 - Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities (3)
TBE 550 - Computer-Managed Instruction (3)
EAD 570 - Supervision of Instruction (3)
EAD 571 - School Management and Finance (3)
EAD 574 - Governance and Politics of Education (3)
EAD 593 - Internship in School Administration and Supervision (3,3)
(Two separate semester courses for a total of six units on transcripts)

Additional Requirement for the Preliminary Administrative Services Credential:

- TED 405 - Mainstreaming Children with Special Needs (3)
- Pass California Basic Educational Skills Test (CBEST)

NOTE: At the beginning of your final semester, please pick-up an instruction sheet for completing credential procedures in COE 1010.

For additional information, contact the Graduate Education Office, COE 1010, (310) 243-3524.

APPENDIX 3

**Fieldwork Portfolio Evaluation
EAD 593S
Preliminary Credential Requirement**

Student Name: _____

Semester/Year: _____

University Faculty Supervisor: _____

Portfolio Presentation

4 Portfolio is well-organized, includes a variety of work (forms, memos, agendas, etc.), exhibits exceptional clarity of writing, displays correct grammar and spelling, is very neat and professional, and contains substantial evidence for Competency Report.

3 Portfolio is well organized, includes some variety of work (forms, memos, agendas, etc.), exhibits clarity of writing, displays correct grammar and spelling, is neat and professional, and contains sufficient evidence for Competency Report.

2 Portfolio is not well organized, includes little variety of work (forms, memos, agendas, etc.), exhibits limited clarity of writing, displays insufficient grammar and spelling, is relatively neat, and contains limited evidence for Competency Report.

1 Portfolio is disorganized, includes no variety of work (forms, memos, agendas, etc.), exhibits unclear writing, displays incorrect grammar and spelling, lacks neatness, and contains little or no evidence for Competency Report.

- 1. _____ Leadership**
- 2. _____ Improvement in the educational program**
- 3. _____ Personnel Management**
- 4. _____ School-community relations**
- 5. _____ Legal and financial**
- 6. _____ Governance and politics**
- 7. _____ School management**

Comments

APPENDIX 4

**Fieldwork Rubric for EDA 593S
Seven Domains
Preliminary Credential Requirement**

Domain	Accomplished	Proficient	Developing	Rudimentary
Score	4	3	2	1
Leadership: concepts of leadership, fundamentals of human relations, group process; conflict resolution, stress management, decision making, techniques, school climate, change agent roles	There is clear, convincing and consistent evidence that the candidate has a thorough understanding of concepts of leadership and can apply and evaluate as appropriate.	There is clear evidence that the candidate has sufficient understanding of leadership concepts to apply as appropriate.	There is limited evidence that the candidate has sufficient understanding of concepts of leadership.	There is little or no evidence that the candidate has sufficient knowledge of the concepts of leadership.
Improvement in the educational program: Curriculum development procedures, roles of staff, pupils, parents, and community in curriculum development, supervision and evaluation of instruction, staff development	There is clear, convincing and consistent evidence that the candidate has a thorough understanding of how to improve the educational program and can apply and evaluate this program as appropriate.	There is clear evidence that the candidate has sufficient understanding of how to improve the educational program and can apply these skills as appropriate.	There is limited evidence that the candidate has sufficient understanding and knowledge of how to improve the educational program.	There is little or no evidence that the candidate has sufficient understanding of how to improve the educational program.
Personnel Management: recruitment, selection and assignment of staff, supervision and evaluation of	There is clear, convincing and consistent evidence that the candidate has a thorough understanding of	There is clear evidence that the candidate has sufficient understanding of personnel management	There is limited evidence that the candidate has sufficient understanding and knowledge of personnel	There is little or no evidence that the candidate has sufficient understanding of personnel

certificated and classified staff, collective bargaining, personnel contracts, personnel fields	concepts of human relations and can apply and evaluate as appropriate.	and human relations and can apply these skills as appropriate.	management and human relations	management and human relations
School-community relations Working with the community in the educational process, advisory councils, communication with the community, power structures and influence groups, racial and ethnic minorities	There is clear, convincing and consistent evidence that the candidate has a thorough understanding of the importance of community partnerships, high visibility, active involvement, and capitalizes on the diversity of the school community to improve school programs to meet the needs of all students.	There is clear evidence that the candidate has sufficient understanding of the importance of community partnerships, high visibility, active involvement, and capitalizes on the diversity of the school community to improve school programs to meet the needs of all students.	There is limited evidence that the candidate has sufficient understanding of the importance of community partnerships, high visibility, active involvement, and capitalizes on the diversity of the school community to improve school programs to meet the needs of all students.	There is little or no evidence that the candidate has sufficient understanding of the importance of community partnerships, high visibility, active involvement, and capitalizes on the diversity of the school community to improve school programs to meet the needs of all students.
Legal and financial: development and implementation of local district policies and regulations; sources and types of funding; budgeting; financial implications of personnel	There is clear, convincing and consistent evidence that the candidate has a thorough understanding of the impact of economic conditions on the availability of resources and on teaching and	There is clear evidence that the candidate has sufficient understanding of the impact of economic conditions on the availability of resources and on teaching and learning; the	There is limited evidence that the candidate has sufficient understanding of the of the impact of economic conditions on the availability of resources and on teaching and learning; the	There is little or no evidence that the candidate has sufficient understanding of the importance of the impact of economic conditions on the availability of

contracts	learning; the importance of operating the school within the law and how the law can be used to promote the success of all students. The candidate can apply and evaluate as appropriate.	importance of operating the school within the law and how the law can be used to promote the success of all students. The candidate can apply these skills and understandings as appropriate.	importance of operating the school within the law and how the law can be used to promote the success of all students.	resources and on teaching and learning; the importance of operating the school within the law and how the law can be used to promote the success of all students.
Governance and politics: functions of school boards; district and site councils; the role of unions and professional associations; functions of county school offices, state departments of education, and the U. S. Department of Education	There is clear, convincing and consistent evidence that the candidate knows and understands the impact that political decisions have on students, staff, and the school community. The candidate can apply and evaluate as appropriate.	There is clear, evidence that the candidate knows and understands the impact that political decisions have on students, staff, and the school community. The candidate can apply these skills and understandings as appropriate.	There is limited evidence that the candidate knows and understands the impact that political decisions have on students, staff, and the school community	There is little or no evidence that the candidate knows and understands the impact that political decisions have on students, staff, and the school community.
School management: Decision making, planning models, goal setting, prioritizing, and resource utilization; use of research in school management; office and plan management; use of computers and	There is clear, convincing and consistent evidence that the candidate applies appropriate models and principles of organizational development and management, including databased decision-making,	There is clear, evidence that the candidate applies appropriate models and principles of organizational development and management, including databased decision-	There is limited evidence that the candidate applies appropriate models and principles of organizational development and management, including data-based decision-making,	There is little or no evidence that the candidate applies appropriate models and principles of organizational development and management, including databased

<p>other technology in administration and time management.</p>	<p>operational effectiveness and efficiency, and a safe and equitable learning environment for all students. . The candidate can apply and evaluate as appropriate.</p>	<p>making, operational effectiveness and efficiency, and a safe and equitable learning environment for all students. The candidate can apply these skills and understandings as appropriate.</p>	<p>operational effectiveness and efficiency, and a safe and equitable learning environment for all students.</p>	<p>decision-making, operational effectiveness and efficiency, and a safe and equitable learning environment for all students.</p>
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APPENDIX 5

Educational Administration Program Technology Plan by Program

Technology Standards related to your program	Where are these standards taught?	What Needs to be Done to implement the Standard fully	Target Date for full implementation	Student Outcomes need to be measurable—how is the student outcome measured
<p>Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.</p>	<p>Faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials. Resources are sufficient and adequate. Faculty, staff, and candidates have equitable and appropriate access to computer-based technology, information and network resources for teaching and learning. Faculty, staff, and candidates have adequate technical support services for maintenance</p>	<p>Additional smart classrooms are currently planned to be installed at CSUDH depending on budget availability.</p> <p>Refine and continue all update given the constant changes in technology and expectations of educational administrators.</p>	<p>Spring 2005</p>	<p>Course syllabi will include an infusion of technology as content and as a delivery tool.</p>

	and training to support instructional goals.			
Each candidate in the program effectively manages the various uses of technology for instructional and administrative purposes in the educational setting.	<p>Two courses specifically address this standard: EAD 571 and TBE 550. Candidates completing TBE 550, Computer Managed Instruction will be skilled in the basic Windows and Macintosh computer operations, web research, and in the design of an introductory computer workshops (one Windows and one Macintosh) for educational personnel, including objectives, schedule of topics, hardware/software requirements, handouts, and evaluation.</p> <p>Complementing TBE 550, EAD 571 provides candidates experience in the use of technology as a tool for</p>	Three additional courses are expected to critically infuse technology.	Spring 2005	<p>Candidates are able to critique and or create a school or district technology plan, providing specific suggestions for improvement. Candidates are able to supervise the purchasing, installation, and management of computer labs, networking, computer software, hardware, data base files, and appropriate management of web access.</p> <p>Candidates are able to access the wealth of information on the web and the research skills necessary to critique and analyze this data as found in student projects and papers in TBE and EAD courses.</p>

	<p>school managers and leaders. Candidates learn professional web sites to assist them as managers, e.g., current categorical rule and regulations, current financial information, changes in education codes and governmental policies, etc.</p>			
<p>The program incorporates multi-media technologies to ensure that candidates develop an understanding of the importance, role and uses of technology for instructional support, administrative decision-making and the management of data in schools.</p>	<p>Candidates have available to them three courses that utilize blackboard as an instructional delivery tool, several smart classrooms, and several Apple and PC computer labs.</p>		<p>Spring 2006</p>	<p>Candidates evaluation of instructional lessons using technology; candidates evaluation of school and district technology plans</p>
<p>The program provides an opportunity for the candidate to become a critical consumer of</p>	<p>Candidates' analysis, synthesizes, and evaluates their technology knowledge and skills during their</p>	<p>Currently implemented</p>	<p>Currently fully implemented, but certainly improvement is on-going</p>	<p>Fieldwork Manuals' write ups including summary of activities and evaluation of those activities.</p>

<p>educational research and to use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff. Research and critique the uses of computers in your district. Develop a plan for the use of computers for disciplinary, attendance, or guidance services in your school or district.</p>	<p>Fieldwork experience.</p>			
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APPENDIX 6

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APPENDIX 7

EAD 593 - Internship in School Administration and Supervision Application

Fall 2004 Semester Only

Name _____

ID# _____

Home Phone _____

Cell Phone _____

E-mail Address _____

Number of sections requesting to enroll in Fall 2004 Fieldwork, EAD 593S _____

Is Fall 2004 the last semester prior to earning your Tier I credential? _____

Please list what semester you completed each of the following courses:

_____ **GED 506 - Law and Ethics in Public Education**

_____ **EAD 514 - Administrative Personnel Seminar**

_____ **MUL 520 - The Teaching of English to Speakers of Other Languages**

_____ **SPE 524 - Advanced Leadership Management and Curriculum**

_____ **TBE 550 - Computer-Managed Instruction**

_____ **EAD 570 - Supervision of Instruction**

_____ **EAD 571 - School Management and Finance**

_____ **EAD 574 - Governance and Politics of Education**

Please return this application to Dr. Ann Chlebicki, Room 1059 by July 20, 2004

REQUIRED: An unofficial transcript must be attached to this application.

APPENDIX 8

FIELDWORK MANUAL

For The

**CALIFORNIA PRELIMINARY ADMINISTRATIVE
CREDENTIAL**

(First Tier)

Revised: Spring 2000

FIELDWORK HANDBOOK
For The
PRELIMINARY CREDENTIAL
IN EDUCATIONAL ADMINISTRATION
(Tier I)

The CSUDH Educational Administration Program graduate is a school leader who is knowledgeable, energetic, and self-directed with a vision to lead a school staff and community toward a common mission. Our graduates are trained to solve problems, communicate well, make timely decisions, hold themselves and others accountable, and use democratic processes which cause stakeholders, both as individuals and groups, to feel actively involved and autonomous.

CSU Dominguez Hills Education Administration Program graduates will be prepared to be socially responsible, risk-taking educational leaders, who can and will change American schooling to meet successfully the disparate and difficult challenges of the present and near future.

Fieldwork is one of the most important parts of the total administrative credentialing program. It is the vehicle through which, perhaps for the first time, the student will savor the responsibilities, the frustration, the complexities, and the satisfactions of the professional administrator. The performance of actual on-the-job managerial tasks, the planning of realistic and meaningful administrative projects, the evoking of researched and reasoned opinions, will lead, it is hoped, to a total experience that will prepare the about-to-be-credentialed administrator for the rigors of an administrative position in education.

The six units in fieldwork are hard earned and expectations that are held for the students are high. Students should expect to spend approximately four to six hours per week over the two semesters of the program (a minimum of 75 hours per semester). The total time devoted to fieldwork will be in excess of 150 hours.

This manual has been produced to help the student in the administrative fieldwork courses understand the total process and, perhaps, aid in the organization of the major effort it requires.

A STATEMENT OF BELIEFS

The overwhelming majority of the graduates of CSU Dominguez Hills educational administration programs begin their careers at the school as opposed to the district level. Our programs, therefore, concentrate on what has been considered the core task at the faulting level: creating and coordinating an effective school leadership team. Research has shown the role of the principal to be critical in the creation of an effective team and an effective school; therefore, our programs focus on that role.

WE BELIEVE that all members of the school leadership team, especially the principal, must possess a vision of the ultimate possibilities for the school. In order to be truly viable, this vision must be collaboratively developed; it must be infused into and accepted by the entire school community, including lay people, for out of such a commonly held vision will the purpose and direction of the school unfold. Vision includes not only a pragmatic understanding of school resources as they presently exist - a realistic assessment of the limits of resources, financial/accountability factors, an understanding of school/community cultures, legal privileges and constraints, ethical and moral considerations as perceived by both mainstream and subculture groups, and political considerations - but also those conventionally accepted goals to which public schools should aspire: high expectations for student achievement, the establishment of a positive, secure, and sustaining school climate, clearly articulated goals and objectives, a congruent and challenging curriculum, and genuinely creative and flexible school leadership.

WE BELIEVE that the school leadership team must be vigilant in the search for effective teachers and support staff. These professionals must be commissioned, supervised, and supported in order to maximize teaching and learning at the school. Teaching and learning involve the development of knowledge, skills, and attitudes among individuals as well as groups. They involve learning how to learn, how to communicate and perform, and how to sense the needs and responses of others. Only magnificent and dedicated teachers can assure the mastering of such skills and capabilities. The school leadership team must recognize and reward such teachers, and realize that they can exert widespread leadership themselves. They are educational professionals and are significant stakeholders in the success of the school: they must be consensual partners in matters that affect themselves and their students.

WE BELIEVE that systematic parental and public community involvement in school programs will result in the securing of many necessary resources, both human and material, which will allow teaching and learning to flourish. In Southern California, where most school communities are multi-ethnic, special efforts must be made to include wide representation in parental and public community involvement. Systematic parental and public community involvement requires not only parents and the community participating in the school, but also educators and students participating in the community. In many of our communities, parents need to be taught parenting skills so they can assist in insuring the success of their children and of the school.

EDUCATIONAL ADMINISTRATION CONCEPTUAL FRAMEWORK

The Key areas of concentration in the development of educational administrators are:

1. **INSTRUCTIONAL LEADERSHIP AND SUPERVISION**
 - *Insuring equal access and opportunity
 - *Engendering achievement orientation
 - *Responding to unique individual and group needs
 - *Employing a system of accountability and evaluation

2. **CLIMATE AND CULTURE**
 - *Insuring a shared vision
 - *Instilling a sense of efficacy
 - *Distilling clients' expectations
 - *Facilitating change
 - *Functioning through collaboration

3. **ACCOUNTABILITY AND EVALUATION**
 - *Effecting a productive instructional program
 - *Maintaining effective teachers and staff
 - *Using resources efficiently and effectively
 - *Providing a safe and healthful environment

A program to develop such educational administrators must be based on many foundations, including such content areas as:

- *Knowledge of research and research methods
- *Educational psychology and learning theory
- *Socio-cultural models and sensitivities
- *Ethics and school law regulations and cases
- *Curriculum and development
- *Instructional leadership
- *Educational finance and resource management
- *Governance and politics of education
- *Dynamics of human groups
- *Personnel relations
- *Organizational culture, climate, and leadership
- *Use of educational technology
- *Educational evaluation
- *Fieldwork and leadership mentoring
- *Preservice, induction, and inservice development
- *Broad, liberal education and scholarship
- *Professional rights and responsibilities

WE ENVISION THE ABOVE AS THE ESSENTIALS TO ENSURE THAT TEACHING AND LEARNING FLOURISH IN OUR SCHOOLS.

DESCRIPTION OF AND PROCEDURES FOR THE FIELDWORK PROGRAM AT CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Students enrolled in **GED 593S, Internship in School Administration and Supervision**, are expected to plan projects or experiences in the thirty-two competency areas subsumed under the following seven administrative domains identified by the state credentialing committee:

- **Leadership** - concepts of leadership, fundamentals of human relations, group processes; conflict resolution; stress management; decision making; techniques; school climate; change agent roles.
- **Improvement in the Educational Program** - curriculum development procedures; roles of staff, pupils, parents, and community in curriculum development; supervision and evaluation of instruction; staff development.
- **Personnel Management** - recruitment, selection and assignment of staff; supervision and evaluation of certificated and classified staff; collective bargaining; personnel contracts; personnel files.
- **School-Community Relations** - working with the community in the educational process; advisory councils; communication with the community; power structures and influence groups; racial and ethnic minorities.
- **Legal and Financial** - development and implementation of local district policies and regulations; sources and types of funding; budgeting; financial implications of personnel contracts.
- **Governance and Politics** - functions of school boards; district and site councils; the role of unions and professional associations; functions of county school offices, state departments of education, and the U.S. Department of Education.
- **School Management** - decision making, planning models, goal setting, prioritizing, and resource utilization; use of research in school management; office and plan management; use of computers and other technology in administration and time management.

The projects or experiences must be identified in concert with the site supervisor and the university instructor of the fieldwork classes. The most meaningful projects are those that apply to one's own school

The following steps should be taken for each of the 32 projects you complete:

1. Identify the domain and competency area in which you plan to work (Form D), Domain: "Personnel Management"; Competency: "Evaluation and Dismissal", #C-2.
2. Identify the project on which you would like to work.
3. Describe the project with your site supervisor; if the site supervisor approves your project, have him/her initial the Competency Outline (Form E). Description.
4. Complete the project

5. Fill out the Competency Report (Form F), appending any reports, forms, policies, that your projects generated, and have the site supervisor sign it.

As you work on the projects, you should carefully keep track of the time you spend on them and note it on the Time & Work Log (Form C). A minimum of 75 hours each semester must be logged and the form turned in with your projects each semester.

At the end of the first semester, at least sixteen competency projects must be completed. Those sixteen projects should be turned in (Form F, one sheet per competency) along with the Time & Work Log (Form C) and the Competency Matrix (Form D).

At the end of the second semester, the other sixteen projects must be turned in (Form F, one sheet per competency). The second semester Time & Work Log (Form C), second Semester Competency Matrix (Form D), and the completed Competency Outline (Form E) must accompany those projects.

To summarize: to get credit for the first semester, submit to the university administrator:

- Form A Student Data
- Form B Site Supervisor Verification
- Form C Time & Work Log of Activities with hours totaling a minimum of 75 hours verified by your site supervisor
- Form D Competency Matrix outlining the competencies you have designated for each semester
- Form E Competency Outline: brief summary descriptions of 16 designated competencies with your site supervisor's approval.
- Form F Semester sheets each describing in detail your activity and your evaluation of that activity. Verification documents must accompany each activity description.

To get credit for the second semester, submit to the university administrator:

- Form C Time & Work Log of Activities with hours totaling a minimum of 75 hours verified by your site supervisor
- Form D Competency Matrix outlining the competencies you have designated for each semester
- Form E Competency Outline: brief summary descriptions of 16 designated competencies with your site supervisor's approval.
- Form F Semester sheets each describing in detail your activity and your evaluation of that activity. Verification documents must accompany each activity description.

SUPERVISORY ROLES AND RESPONSIBILITIES

The Site Supervisor will:

- 1) Be available to assist the intern, in cooperation with the university instructor, in the planning of those experiences, projects, and activities to be undertaken in the competency areas.
- 2) Approve each individual plan and authorize the performance of the plan at the necessary site.
- 3) Regularly review the progress of the intern, and aid in any difficulties that may be encountered in working at another site.
- 4) Evaluate the candidate and authorize, by signature, that university credit should be granted.
- 5) Must possess a valid California Administrative Services Credential (i.e., Life, Preliminary or Professional) and sign form ____ for verification.

The University Instructor/Supervisor will:

- 1) Review the course requirements with both the intern and the site supervisor.
- 2) Assist and advise the intern and the site supervisor in the planning of activities and Experiences to be undertaken in satisfaction of individual competencies.
- 3) Consult with the site supervisor regarding intern progress and performance; and
- 4) Approve, in consultation with the site supervisor, the completion of the plans, and issue the semester grade (Credit/No Credit).

ANSWERS TO QUESTIONS FREQUENTLY ASKED ABOUT FIELDWORK

- Q. Must the competencies be divided equally per semester, i.e. 16 each semester?
A. At least 16 competencies per semester must be completed in order to earn credit for **EAD 593S-01, Internship in School Administration and Supervision**. More than 16 may be completed during the first semester and thus lessen the effort required of the intern during the second semester course, **EAD 593S-02, Internship in School Administration and Supervision**.
- Q. Can both semesters of internship be taken concurrently?
A. Students wishing to take both semesters of internship concurrently must have the permission of their university advisor or the division chair.
- Q. Should the site at which most of the experiences are completed be of a particular profile?
A. A substantial portion of the experiences planned should be performed at a school site where at least 20% of the student body is of an ethnic/racial group other than the candidate.
- Q. Can any administrator at my school be my site supervisor?
A. The site administrator should be your principal or your immediate supervisor. Your principal should always be your first choice unless some legitimate reason mitigates against that choice. Sometimes a principal will demur and suggest another administrator. The administrator selected, however, must have a supervisory relationship with you.
- Q. In what order should I do the competencies?
A. In any order you wish; it is recommended that you do some projects from each domain, each semester.
- Q. Can some projects satisfy more than a single competency?
A. Yes. One would expect a large, major project to apply to more than a single competency. Work with your site administrator to determine which competencies might be satisfied. Be sure to identify those separate parts of the project on your checklist descriptions. A limit of four competencies should be assigned to one project or activity.

- Q. If I substitute for an absent administrator at my school, may I count that as a project?
A. Yes, but carefully determine what competency area you are going to satisfy. administrative substitution, by the way, counts full time on the Work Log; i.e., if you are acting Dean of Boys for three days you can count 24 hours on your Work Log total.
- Q. Can I write up a project I did for my school last year to satisfy a fieldwork competency?
A. With the approval of your site administrator, you can. Projects completed over a year before taking fieldwork are not normally accepted. For example, upon approval an activity completed one year prior to enrolling in your first semester of fieldwork, may be included.
- Q. I'm an elementary teacher and want to become an elementary principal. Why do I have to do projects at a school level other than elementary?
A. The state will be granting you a K-12 administrative credential and expects you to have experiences broader than those a single level will provide.
- Q. How many projects do I have to complete at a school level other than my own?
A. The state does not indicate the number of such projects that should be done. Dominguez Hills suggest three or more each semester.
- Q. Does my site administrator sign off on projects I complete at other schools?
A. Yes.
- Q. Is there any way I can complete the competencies other than by doing projects at school?
A. Some Dominguez Hills professors require projects within their classes that readily fit into the Seven Domains. With the professor's approval, such projects can satisfy particular competencies. Where such projects are used, the professor, not the site administrator, signs off on the Checklist and on the Competency Report.
- Q. What happens if I can't complete all 16 competencies in the semester that I'm taking the class?
A. You will normally be given an "I" grade, indicating an incomplete. Such a grade will be changed to "Cr" upon completion of the projects. The "I" grade must be changed within a year.
- Q. Can I do more than 16 competencies in my first semester?
A. Do as many as you can; it only makes the second semester easier.

SEVEN DOMAINS AND THIRTY-TWO COMPETENCIES

Below are examples of specific projects/places/activities that may be attempted in order to satisfy the requirements for gaining experience in those areas of administrative competence. **Wherever possible students are encouraged to be involved in current state or district mandated programs and/or current reform efforts**

A. EDUCATIONAL LEADERSHIP

1. CONCEPTS AND STRATEGIES OF LEADERSHIP

- Conduct a management project and use daily measures of social and/or attending behaviors to evaluate formatively a management program.
- Actively counsel students who have behavioral or academic problems; keep records of your successes and failures; make some generalizations of what helps and what hinders improvement.
- Assess student and faculty morale and attitudes through informal contacts, surveys, and other types of data collection methods.
- Given a school-related issue, take a position on that issue and present a written paper supporting your position; an oral presentation should also be made, either to a school-affiliated group or an administrator.
- Develop and utilize a survey instrument which will provide performance feedback to members of the staff from their clients, e.g., assessment of teachers by students; school administrators by the teaching staff; district administration or services by the local staff.
- Design and execute a project at your school site where you assume the role of change agent.
- Study the statement of goals and objectives adopted by your school. Select one objective and identify the actions being taken by the school to reach that objective; assess the potential success of those actions.

2. GROUP PROCESSES AND HUMAN RELATIONSHIPS

- With department members or a group of peers, develop a teaching strategy or program that is responsive to differences in students' cultural backgrounds.
- Plan an event that will foster understanding among various cultural groups; show that you are knowledgeable about and sensitive to the customs and traditions of ethnic groups.
Identify human relations problems in your school and develop approaches to the solutions of those problems.

3. DECISION-MAKING

- Work out a plan to involve more people in the power structure and decision-making process of your school.
- Develop procedures to utilize collaborative decision-making in your school.
- Carry out a research study, including a staff questionnaire as part of it, of the extent of democratic decision-making in formulating the policies of the school.
- Discuss with a board member or a district administrator the merits of collaborative decision-making, and make a brief report of your interview to your principal.

4. SCHOOL CLIMATE

- Use a standardized questionnaire for measuring school climate with the staff at your school, and map out a campaign for improvement in areas of need.
- Plan a school beautification program; establish procedures and methods to maintain a clean campus.
- Develop strategies to meet the challenges of orchestrating change, improvement, and success in a school that has deteriorated academically and socially.
- Define, measure, and make effective use of data that you can collect relating to the school climate at your site.
- Identify ways to communicate without interfering with teaching time.

5. ADMINISTRATIVE PLANNING

- Develop a plan which would help students and their parents understand the importance of accepting responsibility for their own actions, to understand and accept the consequences of misconduct, and, further, to understand that there are always satisfactory alternatives to misconduct.
- Develop policies which would ensure that rules of conduct would be enforced fairly and consistently and would ensure further that disciplinary action would be appropriate, neither too lenient nor too severe.
Determine how the staff might be organized to facilitate communication and coordination amongst individuals and groups.
- Conduct a problem-solving session with the staff or a portion thereof focusing on a real problem or crisis.

B. IMPROVEMENT IN THE EDUCATIONAL PROGRAM

1. CURRICULUM DEVELOPMENT

- Prepare and present a curriculum proposal that is based on needs assessment information.
- Assess curriculum needs through contacts with colleges, potential employers, and community groups then develop a plan to address those needs.
- Evaluate an existing course outline and revise it as you see need for revision.
- Study the current practice at your school; make recommendations for any changes you feel need to be made and plan how such changes should be made.
- Utilizing test score data, analyzed and plan improvements for one of the basic skills areas (reading or math).
- Interpret and evaluate three years of test scores in a particular academic area and identify possible solutions to shortcomings you have identified.
- Attend a curriculum council meeting which is considering the improvement of instruction and critique its operation.

2. SUPERVISION AND EVALUATION OF INSTRUCTION

- Plan and present a demonstration lesson in your subject field; assess its effectiveness.
- Conduct a supervisory conference with a teacher for the purposes of instructional improvement.
- Participate in a clinical supervision workshop or class and utilize the techniques you learned in a class visitation and a follow-up conference.
- Obtain a copy of your district's teacher evaluation document and critique it, identifying the ways you believe it might be made more effective.

3. STAFF DEVELOPMENT

- Plan and conduct one or a series of staff meetings and develop an evaluation instrument to use with the staff in order to assess the success of your presentation.
- Conduct a staff meeting regarding the processes used in referring students into the special education program.
- Identify specific areas in your school that need improvement and initiate a staff development program to address those needs.

4. HUMAN GROWTH & DEVELOPMENT

- Effectively engage teachers in conversation about their teaching style; gain their commitment to trying new materials methodology or techniques.
- Develop a list of motivational techniques for use in the classroom and present them to a department or grade level in a formal meeting.
- Write a paper on monitoring and adjusting, and disseminate it to the teaching staff.
- Become familiar with cooperative learning methodology and demonstrate it in a fellow teacher's classroom.

5. APPROPRIATE USE OF RESOURCES

- Chair a teacher committee formed to select a new basic text in your subject field.
- Review the textbook selection process in your school district and critique it, making suggestions for improvements where applicable.
- Study the uses made of the computers located at your school; recommend additional and more efficient ways they can be used.

6. SPECIAL PROGRAMS

- Review the eligibility criteria for the resource specialist and learning handicap programs at your school.
- Choose a specially funded program at the school and critique the implementation and evaluation of that program.
- Research the encroachment problem caused by the special education program in your district, and write a report identifying ways to reduce encroachment costs without negatively impacting the program itself.
- Become familiar with a special class that your school offers; working with the teacher of that class, arrange to switch classes for a day or more so that you can get firsthand knowledge of the students and the curriculum.
- Develop an explanatory pamphlet for staff members and parents on the special education programs at your school.

C. PERSONNEL MANAGEMENT

1. STAFF RECRUITMENT, SELECTION, AND ASSIGNMENT

- Analyze and critique the staffing plan at a selected school in your district.
- Analyze the requirements of a newly created position and determine the knowledge, skills, and abilities that applicants need in order to be successful in that position.
- Review and critique the recruitment and assignment policies of your district.
- Interview the personnel director of a school district in order to become familiar with all aspects of the district's processes for selecting both certificated and classified personnel.

2. EVALUATION AND DISMISSAL

- Given the data resulting from a systematic observation of teaching/learning behavior in a classroom setting, identify effective and ineffective teaching techniques and make a formative evaluation of the lesson observed.
- Use reports, surveys, meetings, and observations to obtain information on compliance with rules and regulations, performance, morale, and potential problems.
- Demonstrate a knowledge of the processes of personnel evaluation by becoming familiar with the various evaluation instruments used in your district, and, if possible by observing and evaluating selected cases involving certificated or classified staff.
- Describe the system in your district for evaluating teachers and classified employees; identify advantages and disadvantages of the system used.

3. COLLECTIVE BARGAINING

- Interview the principal of your school in order to discover his/her involvement in the collective bargaining process.
- Interview a district member and a union association member of the negotiating teams in order to determine what the process is, and what the goals are of the two opposing sides.
- Acquire a neighboring district's contract and compare it with your districts. Identify differences and suggest reasons for those differences.

4. EMPLOYEE CONTRACTS

become familiar with the union contract; identify and discuss those provisions which is the responsibility of the school principal to manage.

- Work with the local union representative to solve a personnel or contractual problem.
- Become familiar with the grievance process and the due process provisions which are involved.

D. SCHOOL AND COMMUNITY RELATIONS

1. WORKING WITH PARENTS AND THE COMMUNITY

- Investigate complaints from school community members; show the willingness to gather facts, and utilize tact to develop a resolution while avoiding undercutting the certificated or classified staff members involved in the complaint.
- Prepare and analyze the results of a needs assessment survey for home/school communications and relations.
- Work with parent or community groups to plan a fund raising activity.
- Work effectively with formal committees and groups such as the parent advisory council or the school site council.

2. WORKING WITH RACIAL AND ETHNIC GROUPS

- Develop a total school plan whose object is to build credibility with the ethnic groups the school serves.
- Develop a special program that instructs parents of all ethnic groups in how to be active participants in school activities, in the plans and decisions that the school makes, and in their own children's education.

3. THE POWER STRUCTURE AND PRESSURE GROUPS

- Gather and analyze demographic information about the local community and write a report on the data's potential impact on budgets, instructional programs, facilities, and staff.
- Develop a plan to utilize community and parent groups to assess the climate of your school.
- Create a plan which would build positive relationships and communications between the school and the local community.

4. PUBLIC RELATIONS

- Speak on school affairs in general before a citizens' group or a service club.
- Make a clear, well-organized, and understandable presentation to PTA, or a business or community committee or group.
- Identify and define the public relation needs of your school community.
- Given a school or district issue or event, write a news release and get it printed in a local newspaper.

E. LEGAL AND FINANCIAL ISSUES IN PUBLIC EDUCATION

1. DEVELOPMENT AND IMPLEMENTATION OF LOCAL DISTRICT POLICIES

- Participate in a hearing (suspension, expulsion, truancy, etc.) observing how due process requirements are met.
- Review a decision regarding a matter such as an expulsion, a suspension, or a student transfer; determine whether due process has been followed, consider alternatives that might have been taken to ensure that substantial effort was expended to change the student's behavior.
- Summarize the current status of students' rights for the staff at your school.
- Investigate the ways in which the "privacy requirements" are observed in the student and personnel records at your school.
- Review a disciplinary action, taking into consideration the circumstances leading up to the problem, school policy, and the student's disciplinary record. Develop rules of conduct that might prevent or minimize the student problems.

2. SOURCES AND TYPES OF FUNDING

- Determine how much money your district receives from the state lottery and how the district spends that money.
- Write a paper on all of the special programs your district offers and identify the source and the amount of the funds used; make the information available to the staff.
- Determine the percentage of your district's budget that comes from the state and the percentage that comes from local property taxes.

3. BUDGETING

- Review and critique your district's budget; identify any seeming inequities and try to find out why they exist.
- Develop a district-wide process for cutting the budget in case of state cutbacks.
- Interview the budget director of your district and determine the processes used in developing the annual budget.
- Establish goals and priorities in relation to income for the coming year in your department or grade level.

4. STUDENT BODY FUNDING

- Develop unique ways to obtain additional funds to support the school activities program or some significant aspect of it.
Review and critique procedures for the development and implementation of the student body budget at the high school level.
- Interview a high school director of activities to determine district policy on student body funds and legal requirements set forth in the California Education Code.

F. GOVERNANCE AND POLITICS

1. FUNCTIONS OF FEDERAL, STATE, AND COUNTY OFFICES

- Become knowledgeable of state trends and new mandates as they affect curriculum and instruction in your school.
- Visit county schools offices; review the programs and services offered by the county office and report your findings to the staff, either by written report or in a faculty meeting.
- Discover what educational bills are presently in the legislature and what the effect would be were they to be passed.

2. FUNCTIONS OF SCHOOL BOARDS, DISTRICTS, AND SITE COUNCILS

- Become familiar with the structure of a school system and the structure and the function of the various elements within the system.
- Interview a board member and a member of the superintendent's cabinet in order to ascertain their perceptions of roles, relationships, and authority.
- Identify the political stance of each member of your district's school board on a given issue of importance.

Demonstrate a familiarity with the function and relationships of school and district site councils vis a vis the district and school administrations.

3. THE ROLE OF UNIONS AND PROFESSIONAL ASSOCIATIONS

- Interview the president of the union or professional association to determine that official's view of the relationships with the board, the administration, and the community.
- Observe a negotiation session; note the climate of the meeting, the intensity of the atmosphere, and the relative skills of the negotiators.

G. SCHOOL MANAGEMENT

1. PLANNING GOAL-SETTING, AND PRIORITIZING

- Critique the registration and attendance procedures at your school and develop a system to monitor legal absences and attendance.
- Develop a program to reduce absenteeism and truancy at your school. Develop a handbook for substitutes or an orientation program for new teachers.
- Improvise a checklist of requirements for teachers who are ill and must prepare for a substitute teacher.
- Help to develop and maintain the master schedule, taking into consideration teacher needs, priorities, conflicts, additions, and cancellations.
- Help to develop the campus supervision schedule and the schedule for supervision of co-curricular events.

2. USE OF RESEARCH & DATA COLLECTION IN SCHOOL MANAGEMENT

- Develop systems to maintain data on such matters as students' academic progress, attendance, disciplinary matters, emergency phone numbers, etc.
- Create an inventory control system for possible implementation at your school.
- Assist in the preparation of the monthly and annual enrollment reports.
- Assess negative and positive trends in an area such as attendance, test scores, discipline, or attitudes, and attempt to determine underlying causes.

3. OFFICE MANAGEMENT, PLANT, AND ANCILLARY SERVICES

- Review and critique the cafeteria or custodial services of the school.
- Develop a tickler file for all the annual activities and events at the school.
- Investigate school and district policies regarding safety and security; critique those policies and suggest improvements.

- Prepare evacuation plans for all the rooms in the school.
- Walk through a custodial maintenance and inspection with the head custodian.
- Conduct an inspection with the fire marshal during a school fire drill.
Accompany him on his annual inspection of the plant.

4. USE OF COMPUTERS AND ADVANCED TECHNOLOGY

- Research and critique the uses of computers in your district.
- Develop a plan for the use of computers for disciplinary, attendance, or guidance services in your school or district.
- Research the most recent programs available to help teachers in their record-keeping responsibilities and report your findings back to the staff.

5. ADMINISTRATIVE COMMUNICATIONS

Design a brochure concerning information on student placement, homework and grading policies.

Coordinate activities and programs with feeder schools, or adult schools, or between a childcare center located on your site and your own school.

Plan and coordinate the events at your school during Public Schools Week, or Open house, or Back-to-School Night.

develop a course outline handbook; or revise a student handbook.

6. CONFLICT MANAGEMENT AND RESOLUTION

Use accepted procedures for conflict resolution to address a problem in your department or at your grade level.

Research the techniques of conflict resolution and write a brief paper on those techniques that can be placed in the teachers' sign-in boxes.

APPENDIX

TABLE OF CONTENTS

Form A	Student Data Form
Form B	Site Supervisor Data & Verification Form
Form C	Time & Work Log of Activities Form: minimum of 75 hours verified by your site supervisor
Form D	Competency Matrix Form: outlines competencies designated each semester
Form E	Fieldwork Activity Report Form: brief summary of 16 designated competencies with site supervisor approval
Form F	Competency Report Form: Sixteen (16) separate sheets describing in detail your activity and your evaluation of each. Verification documents must accompany each activity description.

FORM A

California State University, Dominguez Hills
Division of Graduate Education

STUDENT DATA

Candidate's Name: _____ SS#: _____

Address: _____

Telephone Numbers: _____ & FAX Number: _____

Candidate's e-mail address: _____

Location of Site Fieldwork

School Name: _____

School Address: _____

Name of Fieldwork Supervisor: _____

Position of Fieldwork Supervisor: _____

Telephone Number & FAX: _____

Supervisor's e-mail address: _____

Recommended Visitation Dates and Times

Day: _____ Date: _____ Time: _____

Day: _____ Date: _____ Time: _____

Direction to School

(on backside)

Courses Concurrently Enrolled

Course	Day & Time	Room	Instructor

Expected Completion Date: _____

FORM B

California State University, Dominguez Hills
Division of Graduate Education

FIELDWORK SITE SUPERVISOR VERIFICATION

Site Supervisor California Administrative Services Credential Verification Documentation

This form must be completed and filed in the department student permanent record by the CSUDH Educational Administration Coordinator/University Fieldwork Supervisor.

Name of Fieldwork student/candidate: _____

Site/School District Fieldwork Supervisor’s Information

Name and Position title of Site/School District Fieldwork Supervisor: Print Legibly.

Site Supervisor’s Telephone No. _____

Site Supervisor’s FAX Number: _____

Site Supervisor’s E-mail Address: _____

Length of time in the position listed above: _____

Site/School Information

Name of Site/School: _____

Telephone of Site/School: _____

Site/School District Supervisor’s Verification

I have completely read and discussed the CSUDH GED 593S Fieldwork Manual requirements with the fieldwork student/candidate who I have committed to supervise. I verify I hold a valid California Administrative Credential and I agree to abide by all of the requirements and regulations set forth in that Manual.

Site/School District Supervisor’s Signature

Date

FORM E

California State University, Dominguez Hills
Division of Graduate Education

COMPETENCY OUTLINE

Note: This is a planning document for the intern to use in determining which competencies will be addressed with a summary of how the intern plans to satisfy the competency. The site supervisor's signature indicates approval of the plan.

Fieldwork Student/Candidate's Name: _____

A. LEADERSHIP

1. Concepts and Strategies of Leadership.

Site Supervisor: _____

2. Group Processes (Human Relationships, Self-evaluation, etc.)

Site Supervisor: _____

3. Decision Making

Site Supervisor: _____

4. School Climate

Site Supervisor: _____

5. Administrative Planning

_____ Site Supervisor: _____

B. IMPROVEMENT IN THE EDUCATIONAL PROGRAM:

1. Curriculum

_____ Site Supervisor: _____

2. Instruction

_____ Site Supervisor: _____

3. Staff Development

_____ Site Supervisor: _____

4. Human Growth and Development;
Principles of Learning; Methodology

_____ Site Supervisor: _____

5. Appropriate Use of Resources

____ Site Supervisor: _____

6. Special Programs

____ Site Supervisor: _____

C. PERSONNEL MANAGEMENT

1. Staff Recruitment, Selection,
and Assignment

____ Site Supervisor: _____

2. Evaluation and Dismissal

____ Site Supervisor: _____

3. Affirmative Action

____ Site Supervisor: _____

4. Working with Employees;
Contracts and Contract Negotiations

____ Site Supervisor: _____

D. SCHOOL AND COMMUNITY RELATIONS:

- 1. Working with Parents and Parent Groups

_____ Site Supervisor: _____

- 2. Working with Racial and Ethnic Groups

_____ Site Supervisor: _____

D. SCHOOL AND COMMUNITY RELATIONS (Con't):

- 4. Working with Community and Pressure Groups

_____ Site Supervisor: _____

- 5. Public Relations

_____ Site Supervisor: _____

E. LEGAL AND FINANCIAL

- 1. Legal Framework of Public Education

_____ Site Supervisor: _____

- 2. District Level Funding and Budgeting

_____ Site Supervisor: _____

3. Site Level Funding and
Budgeting

_____ Site Supervisor: _____

4. Student Body Funding and
Budgeting

_____ Site Supervisor: _____

F. GOVERNANCE AND POLITICS:

1. Policy-making and Governance:
Federal, State, and County

_____ Site Supervisor: _____

2. Policy-making and Governance:
School Boards and District

_____ Site Supervisor: _____

3. Professional Organizations
and Unions

_____ Site Supervisor: _____

G. SCHOOL MANAGEMENT:

1. Goals, Priorities, Policies, and Practices

_____ Site Supervisor: _____

2. Data Collection Procedures

_____ Site Supervisor: _____

3. Office Management, Plant, and Ancillary Services

_____ Site Supervisor: _____

4. Computers and Advanced Technology

_____ Site Supervisor: _____

5. Communications

_____ Site Supervisor: _____

6. Conflict Resolution

_____ Site Supervisor: _____

FORM F

California State University, Dominguez Hills
Division of Graduate Education

COMPETENCY REPORT

Note: This document is to verify the competency has been satisfactorily completed. Evidence of verification is to be attached.

Fieldwork Student/Candidate's Name: _____

School Site: _____

Competency: _____

Domain: _____

a. Describe Activity: (may be completed on separate sheet).

b. Evaluate Activity: (may be completed on a separate sheet).

Site Supervisor's statement: The above listed field activities were completed by the fieldwork student/candidate under my general supervision and hereby approved.

Signed: _____ Date: _____

Position/Title: _____ Phone: _____

APPENDIX 9

Comprehensive Examination Scoring Rubric

College of Education
Division of Graduate Education
Educational Administration Program
Comprehensive Examination for the Master's Degree
Scoring Rubrics

Draft

The following scoring rubrics are a replica of those utilized in the Analytical Writing Measure of the Graduate Record Examination.

Score Levels 5.5-6.0

Sustains insightful, in-depth analysis of complex ideas; develops and supports main points with logically compelling reasons and/or highly persuasive examples; is well focused and well organized; skillfully uses sentence variety and precise vocabulary to convey meaning effectively; demonstrates superior facility with sentence structure and language usage, but may have minor errors that do not interfere with meaning.

Score Levels 4.5-5.0

Provides generally thoughtful analysis of complex ideas; develops and supports main points with logically sound reasons and/or well-chosen examples; is generally focused and well-organized, uses sentence variety and vocabulary to convey meaning clearly; demonstrates good control of sentence structure and language usage, but may have minor errors that do not interfere with meaning.

Score Levels 3.5-4.0

Provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples; is adequately organized; conveys meaning with reasonable clarity; demonstrates satisfactory control of sentence structure and language usage, but may have some errors that affect clarity.

Score Levels 2.5-3.0

Displays some competence in analytical writing skills, although the writing is flawed in at least one of the following ways:

- Limited analysis or development
- Weak organization

- Weak control of sentence structure or language usage with errors that affect clarity

Score Levels 1.5-2.0

Displays serious weaknesses in analytical writing. The writing is seriously flawed in at least one of the following ways:

- Serious lack of analysis or development
- Lack of organization
- Serious and frequent problems in sentence structure or language usage with errors that obscure meaning

Score Levels .5-1.0

Displays fundamental deficiencies in analytical writing. The writing is fundamentally flawed in at least one of the following ways:

- Content that is extremely confusing or mostly irrelevant to the assigned tasks
- Little or no development
- Severe and pervasive errors that result in incoherence

Score Level 0

The candidate's analytical writing skills cannot be evaluated because the responses do not address any part of the assigned tasks; the text is indecipherable; and the level of writing development and associated responses demonstrate little or no preparation by the candidate for the assigned task.

APPENDIX 10

Comprehensive Examination Policy

Qualifications:

A candidate must be in his/her last semester of course work to be eligible to take the comprehensive examinations.

Applications:

A candidate must apply in the Graduate Education office in the College of Education. There is no charge. [Applications \(live web link\)](#)

Contents of the Examination:

The exam is composed of several comprehensive case studies involving current K-12 administrative challenges.

Length of time:

The Examination is a four-hour examination. The examination is generally scheduled the first Saturday in the months of December and May. Faculty members read the exams and results are shared within a month of administration of the exam. To obtain the results the coordinator sends a letter to each student notifying them of the results. A student will generally receive a notification letter within two months of the examination.

How to prepare beyond taking the required courses:

Candidates are recommended to attend the review session generally offered the first Saturday of November and April.

Criteria for Grading:

The following matrix is used in the assessment of each case study. Students will be graded on 2 major criteria: (1) mastery of content, and (2) communication skills. Students must write in a literate, fluid, grammatically correct manner to pass. Evidence of mastery of content including synthesis of all course work is a requirement for passing.

The matrix link is as available on this link [Matrix for Comprehensive Examination \(live web link\)](#)

Challenge of the Examination results:

Students in accepting to complete the application recognize they will accept the results of the faculty assessment. No student challenge will be accepted. Students are encouraged to confer with their Advisor for assistance in understanding their results and in preparation for the second re-take.

Non-Passing Options:

Retake of the Examination: If a candidate does not pass, they are eligible to retake the examination one time only the following semester.

Review of past examination: Due to the confidential nature of the examination contents, no student will be allowed to review the examination questions or written results. A student is entitled to meet with a faculty member to review their rubric results.