



**California State University  
Dominguez Hills**

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**College of Education**

**Self-Study Report**

**for**

**Administrative Service Credentials**

**Professional Services Credential**

**Submitted for Review to**

**Committee on Accreditation**

**California Commission on Teacher Credentialing**

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Below is a list of courses offered in the Educational Administration Professional Credential Tier II Program. These courses are included on a separate sheet for the reader's reference ease.

### **Educational Administration Professional Credential Tier II Program**

Professional Credential, Tier II\*

EAD 504	Historical Foundations of Administrative and Leadership Theory (3)
EAD 572	Administrative Leadership: Pre-Assessment of Professional Competence (3)
EAD 573	Administrative Leadership: Post-Assessment of Professional Competence (3)
EAD 575	Organizational Theory and Behavior (3)
EAD 576	Instructional Leadership (3)
EAD 577	Management of Human and Material Resources (3)
EAD 578	Evaluation and Technology (3)
EAD 589	The Contemporary American Principalship (3)
EAD 596	The Professional and Ethical Imperatives of Administrative Leadership and Practice (3)

Available Required Courses \* (Minimum 12 units – Maximum 21 units)

- Required Course unit total will vary according to the amount of credit granted for the inclusion of pre-approved Non-University Activities Option to a maximum of eight units/120 hours. Courses selected are based on the candidate's Induction Plan.

**CATEGORY I**  
**Program Design and Curriculum**

**STANDARD 1**  
**Program Design, Rationale and Coordination**

**The professional credential program is supported by a cogent rationale, draws on a defined knowledge base, is responsive to the individual candidate's needs, and is coordinated effectively.**

The California State University, Dominguez Hills (CSUDH) Professional Administrative Services Credential Program is designed to meet the advanced and specialty area professional development and training needs of master, senior and/or mentor teachers, instructional specialists, curriculum specialists, educational coordinators and/or directors, pupil personnel services professionals, and other management personnel for beginning and/or continuing administrative careers at the elementary, middle and secondary kindergarten through high school completion (K-12) levels.

This program focuses on the enhancement and maintenance of specific areas of continuing needs and skills development for practicing school managers/administrators, in order to promote effective school leadership by those who possess a vision of the ultimate possibilities for the school. Hence, the rationale for this program is that it provides a professional knowledge base that does not simply represent a body of subject content, but rather, it consists, of knowledge and skills organized in a useful way into potential or future work-relevant patterns that facilitate and support the transition from the classroom leadership and management; and, where expert knowledge becomes functional.

At CSUDH, the professional credential program utilizes the works from classical and contemporary authors in the field of education to support the empirical knowledge base established through the preliminary program such as Stigler, Sergiovanni, Wolfe, Fullan, Darling–Hammond, Goodlad, etc. The program seeks to develop reflective practitioners who understand and apply research-based knowledge in the role as educational leader. Candidates utilize the knowledge base found in the California Frameworks. The CSUDH professional credential candidate recognizes that the professional program's mission is to facilitate the candidates to be leaders of leaders.

**Program Themes**

The CSUDH Professional Administrative Service Credential is designed as an advanced professional preparation program for educational leaders. The program emphasizes the practical application of knowledge and skills for today's complex school structure. Therefore, the design of the program is grounded in the philosophy that emanates from the knowledge base whose major and comprehensive themes is as follows and is a key area of concentration in the advanced development of new/practicing administrators:

**Theme #1 - Organizational and Cultural Environments**

- EAD 572 -Administrative Leadership Pre-Assessment of Professional Competence
- EAD 575 - Organizational Theory and Behavior
- EAD 589 -The Contemporary American Principalship
- EAD 573 -Administrative Leadership Post-Assessment of Professional Competence

**Theme #2 - Dynamics of Strategic Issues Management**

- EAD 572 -Administrative Leadership Pre-Assessment of Professional Competence
- EAD 577 -Management of Human & Material Resources
- EAD 573 -Administrative Leadership Post-Assessment of Professional Competence

**Theme #3 - Ethical Reflective Leadership**

- EAD 572 -Administrative Leadership Pre-Assessment of Professional Competence
- EAD 504 -Historical Foundations of Administrative and Leadership Theory
- EAD 596 -The Professional and Ethical Imperative of Administrative Leadership and Practice
- EAD573 - Administrative Leadership Post-Assessment of Professional Competence

**Theme #4 - Analysis and Development of Public Policy**

- EAD 572 -Administrative Leadership Pre-Assessment of Professional Competence
- EAD 576 -Instructional Leadership
- EAD 573 -Administrative Leadership Post-Assessment of Professional Competence

**Theme #5 - Management of Information Systems and Human & Fiscal Resources**

- EAD 572 -Administrative Leadership Pre-Assessment of Professional Competence
- EAD 578 -Evaluation & Technology
- EAD 573 -Administrative Leadership Post-Assessment of Professional Competence

These five themes are reflected in all aspects of the curriculum coursework for the professional credential program. Candidates in the CSUDH Professional Administrative Services Credential program must hold the California Preliminary Administrative Services Credential and be able to verify employment in a position that requires the administrative credential.

## Program Design

The professional credential program design consists of 26 semester units divided into three distinct components: 1) Induction Plan, 2) Curriculum Academic Coursework Program Plan, (which provides for and includes Non-University Activities Component Option) and, 3) the Assessment and Evaluation of Professional Competence Plan.

The structural design for the professional program is as follows:

A. Required Induction (Assessment and Evaluation) Courses (6 Units)

EAD 572 - Pre-Assessment of Professional Competence (3)

EAD 573 - Post-Assessment of Professional Competence (3)

B. Available Required Courses \* (Minimum 12 Units - Maximum 21 Units)

\* Required Course unit total will vary according to the amount of credit granted for the inclusion of pre-approved Non-University activities option to a maximum of eight-units/120 hours.

EAD 504 - Historical Foundations of Administrative and Leadership Theory (3)

EAD 575 - Organizational Theory and Behavior (3)

EAD 576 - Instructional Leadership (3)

EAD 577 - Management of Human and Material Resources (3)

EAD 578 - Evaluation and Technology (3)

EAD 589 - The Contemporary American Principalship (3)

EAD 596 - The Professional and Ethical Imperatives of Administrative Leadership and Practice (3)

The Induction plan is based upon individual needs and is developed in consultation with the candidate, mentor, and university advisor. The Curriculum Academic Program Plan consists of a minimum of four University courses to a maximum of seven University courses, depending upon the candidate's selection of the pre-approved non-university activities option that reflects the five advanced administrative skill areas.

The Assessment and Evaluation of Professional Competence Plan provides opportunities for candidates to analyze the extent to which they have achieved the desired strengths in specific skills areas. Upon completion of the requirements for the CSUDH Professional Administrative Services Credential, and prior to a recommendation for the credential, each candidate must verify the completion of a minimum of two years of administrative experience in a public/private school or the equivalent, while holding a valid Preliminary Administrative Services Credential. All final assessments and evaluations are completed in the **EAD 573, Administrative Leadership: Post-Assessment of Professional Competence**, required course.

## **Responsive to the Individual Candidate Needs**

All program recruitment efforts and brochures specify requirements for admission, matriculation, and completion to the Professional Administrative Services Credential program. Each professional candidate upon admission is assigned (or may request) a specific program advisor with whom the candidate will interact for the duration of the program. The program advisor guides the candidate in creating a reasonable sequence of specific courses so as to ensure that the candidate's individual professional needs are met; the candidate is progressing appropriately toward meeting the course requirements for the credential; and, that the targeted skills and competencies are, indeed, being acquired.

## **Coordination of the Program**

**Admission:** Candidates seeking admission to the Professional Administrative Services Credential Program must meet the following requirements: 1) admission to the university, 2) a baccalaureate degree from a regionally accredited college or university, 3) a minimum of a 2.75 grade point average in the last 60 semester units attempted, 4) possession of a valid California Teaching Credential, 5) possession of a valid California Preliminary Administrative Services Credential, 6) verification, on official school district letterhead stationary, of employment in a position that requires the California Preliminary Administrative Services Credential, 7) three letters of recommendation, 8) a personal interview with a faculty advisor or interview committee.

**Retention:** A professional candidate must earn a "B" or higher grade in each of the required courses.

**Candidate Evaluation:** Evaluation of candidate progress is a multifaceted process. It is an integral part of instruction and is always present and continuing. Starting with their initial coursework and through their fieldwork experiences, candidates are constantly evaluated. The fieldwork portfolio is periodically reviewed with the student by his/her fieldwork site supervisor and faculty advisor. All documents in the candidate's program file (grades, portfolios, non-university documentation, self-evaluations) are reviewed prior to the recommendation for the credential.

**Coordination:** A team approach is taken to coordinate all facets of the program. The Program Coordinator, along with the fulltime faculty members, work closely with the Credentials Analyst, the Department Chair, and other faculty. The program also uses a structured series of forms in coordinating tasks related to recruitment, admission, advisement, and out-processing of candidates, university support services, and facilitates an extensive outreach initiative within the university service area. Key features are: 1) candidates are the focal point, enhancing a "bottom-up approach" to the decision-making process, 2) maximum participation from all constituents within the university service area is promoted, and 3) synergism provides for program flexibility and modifications.

### **Program Coordination**

The program/department coordinator of the CSUDH Administrative Services Credential Program is responsible for direct program activities. The division coordinator is responsible for the day-to-day operations of the department, including budgeting, scheduling, and faculty and staff assignments. Program faculty meet for planning and changes, class schedules, facilities, candidate progress, and evaluation of course content and delivery. The five thematic areas are considered in all aspects of the professional credential program, including the approach to recruitment and admission; advisement; curricular offerings, all course content, recruitment and selection of full and part-time faculty, methods of candidate assessment/competence and resources devoted to the program.

Each candidate upon admission is assigned (or may request) a specific program advisor with which the candidate will interact for the duration of the program. This program advisor guides the candidate in creating a reasonable sequencing of enrolling in specific courses so as to ensure that the candidate's individual professional needs are met; the candidate is progressing appropriately toward meeting the course requirements for the credential; and, that the targeted skills and competencies are, indeed, being acquired. Each semester, each candidate must meet with his/her program advisor to examine individual progress. Further, the candidate is provided with additional opportunities to meet with the program advisor to discuss participation and results of the non-subject elements of the program. Although the service area in which this program operates is highly multicultural, the program faculty, nevertheless, make a concerted effort to encourage the application from members of underrepresented and minority groups. This is accomplished through a planned series of orientation meetings that are held at local school districts, on the CSUDH campus and at the Los Angeles County Office of Education (LACOE). All full- and part-time faculty attend programs and workshops conducted by the Coordinator to discuss any changes, trends, problems or issues related to the program and/or students. Each month, the Coordinator meets with the Division Chair to discuss allocations and other resources needed by the program.

The Professional Administrative Services - Tier II Program Advisor meets regularly with the school site mentors/administrators representing the districts which employ the CSUDH professional candidates. At these meetings discussion of appropriateness of program components are discussed. All suggestions are documented, reported to the Coordinator of the program, and used to improve and enhance the overall program. Each advisor also meets with the site or professional mentors to assess the applicability of the program's components, as well as to discuss the individual progress of candidates. These comments are used as methods for evaluation of the program. Each year, a program evaluation is conducted by soliciting comments from one-third of current candidates and each candidate who completes the program. This data is analyzed and presented to the program faculty (full and part-time) for their review and discussion and to improve the program where warranted. A copy of the evaluation report is discussed with the Chair of the Division of Graduate Education as a means of maintaining and soliciting funds needed for the operation of the program.

## **STANDARD 2**

### **Design of the Professional Credential Induction Plan**

**The candidate, the university advisor, and the employer's representative(s) work together to develop a professional credential induction plan for the support and professional development of each beginning administrator. The design of the plan is coherent, is based on a stated rationale, and includes a mentoring component, advanced academic coursework, and may include non-university based professional development activities.**

#### **Tripartite Development of Professional Induction Plan**

The CSUDH Professional Administrative Services Credential Program requires each candidate to develop a professional credential induction plan within the first year of administrative service. The professional credential induction plan is developed by the candidate, in consultation with the employer, professional mentor and the CSUDH Tier II Advisor. A key feature of the induction plan is the identification of a professional mentor and a description of district support services available to the new/continuing administrator. A second component is the strategy for completing academic coursework, other professional growth activities, specifically, the approved non-university activities.

#### **Advanced Academic Coursework**

Candidates beginning the CSUDH Professional Administrative Services Credential program must first take **EAD 572, Administrative Leadership: Pre-Assessment of Professional Competence**. This 3-unit course is specifically designed to develop the student's professional credential induction plan. The plan includes provisions for support and mentoring. It is developed by the candidate, the district and the university. The plan consists of a pre-assessment of the candidate, a description of the program, and how the final 6 units of post-assessment will be conducted. The course description of EAD 572 reads: Induction plan is designed to meet individual needs: assessment of individual professional development needs, interests, job responsibilities, and career goals are documented; creation of individual performance goals/plan of specific strategies for achieving these goals; under direction of university mentor.

**Pre-Assessment of Professional Competence.** Induction plan is designed to meet individual beginning administrator needs: assessment of individual professional development needs, interests, job responsibilities, and career goals are documented; creation of individual performance goals/plan of specific strategies for achieving these goals; under direction of university advisor and mentor. The university advisor will:

- Review the course requirements with both the candidate and the mentor.
- Assist and advise the candidate and the mentor in the planning of activities and experiences to be undertaken in satisfaction of the requirements.
- Consult with the administrative mentor regarding the candidate's progress and performance.
- Approve, in consultation with the mentor, the completion of the goals and plans developed by the candidate.

### **Induction Plan Criteria For Determination of Candidate Excellence**

Candidates are assessed to ensure that they have knowledge of the following leadership characteristics:

1. Problem solving skills.
2. Sound administrative judgment skills.
3. Organizational abilities.
4. Decisiveness and leadership qualities.
5. Sensitivity.
6. Personal and professional motivation.
7. Stress management and tolerance.
8. Sound moral and ethical judgment.
9. Oral and written communication skills.

The CSUDH Tier II program has implemented competency-based skills for aspiring school administrators. This provides the candidate the chance to work toward professional development in a more focused way. When these skills are identified the student can be prepared to attain these skills. The assessment of candidates is consistent with effective practice because the program is subject to measures of quality control and delivered by individuals who know their fields well enough to be considered experts. Assessment of candidates is ongoing. In each course, students are assessed in a variety of ways: class projects, simulations, role playing, observations, tests, interviews, portfolios, journals, and other methods of authentic assessment are used.

The process of preparing an educator for educational leadership in schools begins with the induction and ends with the collective judgment of each candidate from the mentor administrator, the university advisor, and the candidate. A summative interview with the candidate provides the final piece of information about the quality of the candidate's preparation. The final assessment is designed to provide a thorough evaluation of the candidate. A variety of assessment tools are utilized throughout the professional credential program. In the exit courses, the candidate provides this information that is maintained in the professional portfolio. The portfolio will provide a basis for authentic assessment of the individual. Prior to recommending each candidate for a Professional Administrative Services Credential, the university advisor and mentor administrator verify that the candidate has met the expectations for excellence in candidate performance that are outlined in the professional credential induction plan

### **Retention and its Importance**

The goal of the Professional Educational Administrative Services Credential program in admitting students is to assist them in successful matriculation and completion of the program. The management of information and record-keeping services and the preservation of the integrity of student records are critically important in the retention plan at CSUDH. Care is taken to protect individual privacy and to guarantee the accuracy and security of all records. Access is controlled by specific and carefully supervised policies. To enhance retention, the department states clearly its objectives and defines the responsibilities students and others are expected to fulfill. Procedures are readily available to resolve candidate complaints. The student services at the university are broad enough to meet the needs of part-time and older students and those who are returning to college.

These services also address the special needs and concerns of groups such as non-traditional students like the educational administration candidates and candidates with disabilities.

The overwhelming majority of the graduates of California State University 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 building level; creating and coordinating an effective school leadership team.

### **Providing Professional and Personal Assistance**

Educational Administration (ED AD) professional candidates wishing information to assist them with professional interests are referred to the Student Development Office for career development and employment services. ED AD candidates in need of personal assistance are referred to the Student Psychological Counseling Center. Candidates enter the program with a fairly wide range of knowledge, skills, and training, depending upon their years of experience in education. The induction team works together to assist the candidate in developing a personal induction plan that addresses determined individual needs. The team, which has a representative of the employer, is available to coach and support the candidate. During the induction, if the candidate is unlikely to meet the quality standards for effective educational leadership, the team provides appropriate advisement and counseling. Options involve the placing of the candidate on probation, special training opportunities, and encouraging the candidate to explore other options. If all else fails, the induction team moves to dismiss the candidate from the program. Candidates are informed of the procedures for appealing decisions of the induction team. This information is provided in the student catalog and handbook. Support for candidates in seeking job positions is available through the induction team. Job announcements are shared with all candidates and each individual receives information and coaching on how to prepare and conduct a job search and interview procedures for prospective administrative positions.

Mentoring activities are built into the candidate's induction plan so that they are ongoing, systematic and consistent with the short and long term goals of the candidate. The candidate goals that are developed for the induction plan will provide guidance for the nature of the mentoring activities. Mentoring activities will be specialized when needed and designed for the particular candidate, but an additional broad range of activities will be provided to allow the candidate to better understand the many types of positions in education. Administrative mentors are experienced, successful educational leaders who willingly provide support and assistance to the new administrator. Critical to the success of the mentor/mentee relationship is a shared belief by everyone on the team that the goal of the experiential learning component of the candidate's preparation is to help the new administrator develop a sense of efficacy. It is important to instill a belief in the new administrator a feeling of confidence and competence based on valid and reliable information. Thus the candidate develops in the induction plan a series of activities that involve collaboration with the mentor such as: action research, clinical supervision, job shadowing, reflective discussions, interviews, projects, portfolio assessment, conference attendance, and other observations.

## 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  
Management of Information Systems and Human and Fiscal Resources**

### **Conceptual Base**

The CSUDH Professional Administrative Services Credential program has designed a core of courses that holistically addresses all of the required thematic content areas.

The professional credential program design consists of 26 semester units divided into three Distinct components: 1) Induction Plan, 2) Curriculum Academic Coursework Program Plan, (which provides for and includes Non-University Activities Component Option) and 3) the Assessment and Evaluation of Professional Competence Plan.

### **Course Descriptions/Theme Association**

**EAD 504, Historical Foundations of Administrative and Leadership Theory** (3-units). The role and function of administrative theory in the operation of American public schools. The study of the development and implementation of major educational efforts; philosophical bases of differing administrative principles and policies; historical context of contemporary management problems/issues. **(Theme: Analysis and Development of Public Policy)**

**EAD 572, Administrative Leadership: Pre-Assessment of Professional Competence** (3-units). Induction plan is designed to meet individual beginning administrator needs: assessment of individual professional development needs, interests, job responsibilities, and career goals are documented; creation of individual performance goals/plan of specific strategies for achieving these goals; under direction of university advisor and administrative mentor. **(Theme: Dynamics of Strategic Issues Management)**

**EAD 573, Administrative Leadership: Post-Assessment of Professional Competence** (3-units). Candidate meets the expectations specified in EAD 572. Candidate competence falls into five themes: organizational and cultural environments, dynamics of strategic issues management, ethical/reflective leadership, analysis/development of public policy, management of informational systems, human/fiscal resources. **(Theme: Ethical and Reflective Leadership)**

**EAD 575, Organizational Theory and Behavior** (3-units). Human behavior in an organizational context will be studied by exploring group process skills, group management skills, human relations and group dynamics, cooperative planning practices and considerations in designing staff training programs. In addition, advanced theory and applications in achieving compromise and consensus, and informing coalitions will be presented. **(Theme: Organizational and Cultural Environment)**

**EAD 576, Instructional Leadership** (three-units). Learning and instructional research theory together with strategies that meet diverse pupil needs will be presented. This focus includes the exploration of cultural values, language diversity, bilingual instruction, multicultural and societal needs for improvement of curriculum. Emphasis on the assessment of teaching effectiveness and staff performance, educational trends and issues, and the use of support services to improve instruction will be included. **(Theme: Organizational and Cultural Environment)**

**EAD 577, Management and Human Material Resources** (3-units). Legal implications of contracts, site and district level funding and budgeting, contract management, the organization and function of school districts, and political forces on educational practice will be presented. In addition, emphasis will be placed on personnel policies, staff utilization patterns, and short and long-term planning procedures. **(Theme: Management of Information Systems and Human and Fiscal Resources)**

**EAD 578, Evaluation and Technology** (3-units). Competency in computer applications for administration, technology applied to instructional practices and attendance accounting will be the goals of this course. Students will study conditions affecting evaluation of pupil learning outcomes to instructional goals. **(Theme: Management of Information Systems and Human and Fiscal Resources)**

**EAD 589, The Contemporary American Principalsip** (3-units). The school administrator as a personnel leader in the school organization; techniques of administrative control; strategies in leadership; major topics such as collective bargaining grievance procedures, mediation, fact-finding, and the role of the administrator in these educational events. **(Theme: Dynamics of Strategic Issues Management)**

**EAD 596, The Professional and Ethical Imperatives of Administrative Leadership and Practice.** (3-units) The nature and conduct of ethical administrative practice, planning and policymaking; fundamental approaches to ethics in administration and the work of chief school executives/officials; investigation of major ethical issues in administrative practice and analyses of ethical policies. **(Theme: Ethical and Reflective Leadership)**

The curriculum of the Tier II program is designed to address the principles of administrative practice in the five thematic areas in all aspects of the program. The themes are incorporated into the total program in ways that include systematic study, application of key concepts in administrative settings and opportunities for personal reflection. The program emphasizes the need for inquiry into these thematic areas as a part of all experiences in the program. Activities in the professional credential induction plan include and reflect an integration of these thematic areas. The professional credential program designed to be a holistic and integrated approach to educational leadership based on the five thematic areas:

- **Organizational and Cultural Environment.** Educational leaders need to understand the context in which school takes place. They exercise leadership to create a positive organizational culture for learning. In a positive manner, these leaders understand the socio-cultural diversities represented in school communities.
- **Dynamics of Strategic Issues Management.** Educational leaders are able to analyze, define, and evaluate concerns that are important for schools and schooling. They communicate effectively with the school community, and facilitate change that will benefit the students and the school. Others are empowered to contribute to organizational goals.

- Ethical and Reflective Leadership. Educational leaders recognize and understand the ethical and moral dimensions of schooling. Decision-making, problem solving and problem finding are tasks conducted based upon fairness, equity, and sound judgment. Reflective leadership is an aspect that allows the individual to continually learn as well as educate.
- Analysis and Development of Public Policy. Educational leaders understand and are aware of the complex nature of public laws, policies, and regulations. Leadership is exercised in the development, clarification, interpretation, and implementation of laws, policies, and regulations designed to create successful learning experiences for all students.
- Management of Information Systems and Human and Fiscal Resources. Educational leaders recognize the need and use of appropriate resources, which results in successful learning experiences. They manage to understand the necessary resources that will lead to increased student achievement.

All courses in the program are designed to provide for a systematic application of the thematic areas. The use of professional portfolios by candidates throughout the program provides opportunities for reflective practice. Reviews of their portfolio, courses, performance, and evaluation are conducted during the two required exit courses. The Tier II program is concerned with the professional development and growth of each candidate. A major change of focus has taken place in moving away from teaching administrative managerial skills to creating a dynamic educational leader with knowledge and skills that are needed to help create active and motivated learning environments. Candidates engaged in life-long learning experiences that will enable them to make needed changes to new and innovative ideas that promise to create a more effective educational setting for all school constituents.

## **STANDARD 4**

### **Scope and Delivery of the Professional-Level Curriculum**

**The curriculum for the university and non-university components of the Professional Administrative Services Credential builds upon the foundation of the Preliminary Administrative Services Credential program, and applies conceptual knowledge of administrative practice in ways that engage candidates in important issues of theory and practice.**

#### **Foundation of Professional Administrative Services Credential Program**

The CSUDH Administrative Services Credential Programs prepare educators for culturally and linguistically diverse students in urban school settings. With the support of the university instructor and mentor administrator, candidates work toward achieving the following 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 enforces good teaching.

At the Preliminary Administrative Services Credential program level, candidates who are still members of school district instructional staffs, acquire and demonstrate competence in the following administrative skill domains: leadership; improvement in the instructional program; personnel management; school and community relations; legal and financial concepts/issues; governance and politics of education; school management. The mastery and ability to demonstrate these administrative (leadership, managerial and supervisory) skills are the requisite basis and foundation for the CSUDH Professional Administrative Services Credential Program.

#### **Application of Conceptual Knowledge to Administration**

The CSUDH Professional Administrative Credential program addresses the Standards of Quality and Effectiveness identified by the California Commission on Teacher Credentialing (CCTC). Academic preparation at CSUDH is effective and efficient in helping practicing administrators develop a strong conceptual appreciation and understanding of a complex and ambiguous field of professional practice. The Professional Administrative Services credential program courses have the potential to provide information that may be used by future or present administrators to address many complex conceptual issues and problems, for which there may not be many clear, practical, how-to-do-it solutions. In addition, the Professional Administrative Services credential programs courses are designed to provide candidates with useful ways of acquiring the "language" and knowledge base of their newly chosen field of educational administrative practice.

At CSUDH, one goal of the faculty is to shift the preparation of school leaders from reliance on simply collecting individual courses in such traditional areas as school law, finance, human relations, to a set of integrated learning experiences that provide candidates the needed knowledge, skills, and attitudes through integrated and thematic taught courses emphasizing more than the

acquisition of pieces of knowledge that are attached to traditional courses.

The goal of the CSUDH professional administrative services credential program is to develop knowledgeable administrators who will have a positive impact on the teaching and learning process. As candidates complete their preliminary credential program and acquire an administrative position, they may enter the professional credential program and complete the transition from a classroom teacher's perspective to a broader and more complex view of administrative leadership, which emphasizes the dynamic relationships in the school environment. Added knowledge is attained by candidates as they learn to apply skills that were learned in the preliminary credential program. Those students completing the preliminary credential program at CSUDH have the knowledge base that is needed to engage in administrative activities. The professional credential program further refines their areas of expertise and enables them to function more effectively as an administrator in the educational environment

Once candidates are admitted into the professional credential program they are responsible for their professional development. With the assistance of their instructors, advisor and mentor administrator, the students continue to enhance their administrative knowledge and skills by engaging in all aspects of the Tier II program. The professional administrative credential coursework and non-university training is merely a framework from which the individual develops and enhances personal and professional development

As students progress through the Tier II program, they continue to collect selected materials for their portfolios as evidence of their professional development. Students taking the exit coursework will examine and analyze their ongoing assessment and evaluation, advisement, planning, and career development. Indeed, at the professional credential level, students are engaged in a higher level of administrative meaning-centered learning. They have crossed the invisible line traditionally separating the classroom teacher from administration.

The CSUDH Professional credential candidates gain practical insight and advanced conceptual knowledge by melding together both theory and practice. Organizational Theory, Planning and Application include:

- The theory and functions of human organization as independent and dependent social entities within American society.
- Structuring and leading groups in a variety of organizational settings, to include school boards, parent and community groups, staff groups and regional and state organizations.

Instructional Leadership includes:

- Management strategies designed to achieve goals and objectives.
- Human relations and the dynamics of groups.
- Learning and instructional research and theory.
- Educational trends and issues.
- Current and emerging needs of society for the improvement of school curriculum and practices.
- Strategies to meet diverse pupil needs.
- Computer technology applied to instructional practice.

Evaluation includes:

- Conditions that result in low or high level pupil learning outcomes.
- Evaluation of program and/or curriculum effectiveness.
- Evaluation of teaching effectiveness.
- Evaluation of staff performance.
- Evaluation of pupil achievement.
- Effective means to compare classroom, school, and district instructional goals to outcomes.
- Evaluating the role and effectiveness of specially funded educational programs.

Professional and Staff Development includes:

- Collective planning with other administrators and participants for instructional strategies for adult learners.
- The application of knowledge of the functioning of organizations to adult learning and performance.
- Means to integrate organizational goals with specific programs of adult learning.
- Sources of funding to carry out staff development activities.

School Law and Political Relationships include:

- The legal framework of national, state, and local schools, to include statutory and constitutional provisions pertaining to equal access to public education.
- Political jurisdictions and bodies that make and/or affect state and local educational
- Policies.
- The application of established legal principles to policies and practices at the local school and district level to include the experience of decision-making regarding the assignment of teachers and other school personnel.
- Political forces that directly or indirectly have an effect upon school practices.
- Sociological forces that directly or indirectly have an effect upon school practices.
- Theory and application in achieving compromise, consensus, and coalitions to
- Achieve educational goals.

Fiscal Management includes:

- School district level funding and budgeting.
- Financial effects of personnel and other contractual obligations.
- Current problems affecting school financing on state and local levels.
- The organization and functioning of school district business services and departments.

Management of Human and Material Resources include:

- Effective staff utilization patterns that combine the needs and abilities of staff, organizational constraints, and available resources.
- Developing and implementing effective personnel policies.
- Short and long term planning procedures for filling staff needs.
- Short and long range planning procedures for filling needs for buildings, equipment, and supplies.

Cultural and Socio-Economic Diversity include:

- The general ethnic, racial and religious composition of the state and the specific composition of the local community.
- Concepts of cultural values and language diversity.
- Programs and procedures for meeting the instructional needs of limited English proficient pupils.
- Principles and procedures for involving all parents and other family members in school activities and in reaching educational objectives.

## **STANDARD 5**

### **Curriculum Individualization**

**The curriculum of the program provides for specialization and individual development based on an assessment of each candidate's needs, interests, and career goals.**

The CSUDH Professional Administrative Services Credential Program is highly individualized so that candidates are able to concentrate on making original contributions to the knowledge base about organizations, administration of educational institutions, policy development and/or implementation. This component focuses directly on the ability of the future leader to engage in systematic and original forms of inquiry related to topics in the field of educational administration.

The option of selecting non-university credit in lieu of academic course offerings or vice versa, aids the institution in meeting the individualized needs of the Professional Tier II candidates.

#### **Specialization and Individual Development**

As an integral part of the candidate's professional induction plan, the Professional Administrative Services Credential program provides for specialization and individual development based upon a collaborative assessment of the candidate's needs, interests, and career goals. This collaboration involves the candidate, university advisor, and the mentor administrator.

Each candidate's induction plan is unique. Academic course requirements are discussed and selected by each candidate with the assistance of the advisor. Candidates are encouraged to pursue and develop administrative areas of expertise based upon their interests. It is possible for students to make changes in their induction plan in the event that their career goals or job changes. Candidates in the professional credential program may also select non-university training. Non-university training programs that have not been approved by CCTC are judged on the basis of their merit and value in meeting the professional growth needs of the candidate. Participation in non-approved non-university programs is subject to approval by the CSUDH educational administration faculty and coordinator.

The curriculum of the Professional Administrative Services Credential Program (Tier II) directly contributes to the development of individual needs and skills. Each student is encouraged to be self-directed with both personal and professional goals and plans. To assist the student in this process, the curriculum of the professional program attempts to:

- Tailor the course content to the specific needs of individual administrators.
- Provide broad based course content knowledge and information.
- Be relevant to the needs of practicing administrators.
- Involve candidates in course projects where the student is an active participant in the teaching and learning process.
- Assist in the student's self-assessment.

The curriculum of the Professional Administrative Services Credential program involves more than simply helping people acquire and demonstrate discrete skills that appear on a list. The CSUDH Professional Administrative Services credential program provides a system of learning that will continuously develop strong and effective leaders in our schools.

### Assessment of Specialization and Individual Development

The induction plan, coursework, and exit assessment of candidate competence stress the need for a paradigm shift from educational manager to educational leaders of institutions of learning. Candidates must create and maintain an ongoing professional portfolio that includes selected artifacts of their professional development. The portfolio is used by the individual in developing a professional growth plan. Ongoing assessment and particularly the two exit assessment courses offer opportunities for individual students to engage in reflective leadership practices. Throughout the Tier II program, students are challenged in more advanced areas of reading, writing, theory, research and oral presentations. In the induction plan, students are required to create short and long term career goals, including the types of activities they will need to engage in to meet these goals. Areas of specialization may include areas of school business, curriculum and instruction, human resources management, legal expertise, professional development, and/or facilities planning. Selected mentors will assist candidates in finding activities within their districts that will further develop their specialized interests.

**CATEGORY II**  
**Support and Mentoring**

**STANDARD 6**  
**Provisions of Mentoring Experience**

**The beginning administrator’s professional credential induction plan specifies provisions for mentoring and support activities to be provided by one or more experienced colleagues throughout the candidate’s enrollment in the credential program.**

**Professional Credential Induction Plan Mentoring Experiences**

The first course required of each CSUDH Professional Administrative Services Credential program candidate is, EAD 572, **Administrative Leadership: Pre-Assessment of Professional Competence** (3-units). While enrolled in this course, each candidate is required to complete his/her Professional Credential Induction Plan. The Plan is reviewed and signed off by the candidate, university advisor and mentor administrator. The Plan involves each candidate responding to the following questions:

1. Based upon your administrative assessment activities, what do you feel are some of your key strengths as a leader and administrator?
2. What are some areas in which you feel continued professional development is appropriate?
3. How do you see your role as an educational leader evolving in the future?
4. To meet your current responsibilities, and move towards these goals.
  - Describe how the mentoring/university support process can be of assistance?
  - What are your expectations for the academic coursework component?
  - How do you see the non-university component assisting your own individual Professional development?
5. What measures will you use in determining your success in meeting your goals and expectations for the Professional Credential program?
6. What will you include in your professional portfolio?
7. What area(s) of specialization are you most interested?

**Professional and Personal Services Provided by Mentors**

Mentoring is a powerful resource tool integrated into this program for improving the ways in which the CSUDH Professional Administrative Services candidates become/remain more consistently successful school administrators. The CSUDH mentors serve as sound role models for the program candidates, and assume a critical responsibility for the professional development of their respective CSUDH beginning/continuing school administrators. A major responsibility of the CSUDH mentors is to initiate and guide personal and professional formation by serving as a resource of feedback necessary for improvement and continued professional development. The CSUDH mentors are acutely aware of the fact that it is not difficult for an administrator to engage in infrequent and isolated activities; but it is considerably more difficult for an administrator to sustain professional growth and development in isolation, over time.

The use of the mentoring relationship is a way to increase the likelihood that professional development will become an on-going process and not merely an event. The professional development program at CSUDH includes mentors, experienced local administrators who are willing to provide advice and counsel to aspiring and practicing administrators, as a regular feature of our administrative program.

These mentors are more than mere field supervisors who work with students of administration during internships, or as evaluators of practicing administrators. This emphasis is ongoing mentoring which enhances the candidate's personal and professional growth. In some cases a mentor may change due to a number of circumstances. If this should occur a new mentor is selected by the candidate after discussion with the university advisor. Some candidates may be interested in an additional area of administration. In such a case the candidate is encouraged to select multiple mentors who have recognized expertise in the field of the candidate's career interest.

## **STANDARD 7**

### **Mentor Qualifications**

**Experienced administrators selected as mentors are qualified for this professional role, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.**

#### **CSUDH Professional Administrative Candidate Selection of Mentor**

Each CSUDH Professional Administrative Services candidate selects a mentor administrator. Subsequently, the candidate's professional credential induction plan and all other additional pertinent program information are forwarded to the mentor. The mentor is asked to provide the university with information that will assure that the mentor is in a position of responsibility (normally this information is obtained through the individual's resume), that the student is assigned appropriately, he/she has the needed experience in order to be an effective mentor, and that he/she is fully aware of the task that he/she is undertaking on behalf of the candidate. This process is conducted by the advisor in person, by mail, or a telephone call.

#### **Qualifications of CSUDH Professional Administrative Mentors**

The candidate is made aware that the potential mentor administrator should be an individual who possesses the following:

- Is an experienced administrator that the candidate would like to emulate.
- Has the knowledge and skills needed for the candidate's mentoring.
- Is easily accessible to the candidate.
- Can cooperate with the university and its appointed advisor.
- Will take the time to mentor the candidate.
- Is fully knowledgeable of the mentoring component of the Professional Induction Plan.

The mentor is central to the CSUDH professional induction plan. This individual is of tremendous value to the beginning administrator. The mentor must be willing to provide the time that a beginning administrator may need simply to talk about job-related concerns and/or issues. Perhaps the most important thing that a mentor can do for the new administrator is to be available when needed for support and guidance. Mentors must be willing to work with new administrators and provide a variety of special functions and assistance, such as: advising, communicating effectively and openly, counseling, guiding, modeling, supporting, and assisting with job related skills development.

The Professional Administrative Services Credential program seeks mentors who have the following characteristics:

1. Have broad-based experiences as practicing school administrator.
2. Regarded as an effective school leader.
3. Has positive leadership qualities such as:
  - a. Sound oral and written communication skills.
  - b. Intelligent and capable of making sound judgments and decisions.
  - c. Knowledge of school administration.
  - d. Knowledge of alternative solutions to complex problems.
  - e. Vision oriented.
  - f. Sound interpersonal skills.
4. Is able to think critically and solve problems and/or conflicts.
5. Must be open to alternate ways of problem solving.
6. Has the desire to see people go beyond their present levels of performance.
7. Able to be a positive model of the principles of continuous learning and reflection.
8. Have knowledge of the political and social realities of real life in the school system.

This list of required characteristics will be sent to the prospective mentor.

### **Evaluation of CSUDH Professional Credential Program Mentors**

Evaluation of mentors is accomplished through student feedback, interviews, activities, and the completion of the Mentor Qualification Verification Form (See Appendix F). CSUDH is actively engaged in collaboration with many of its surrounding school districts and county office. The educational administration program places great value on the contributions of experienced educational leaders. Their successful educational experiences provide Tier II candidates with experiences that demonstrate the facilitation of putting theory into practice. These mentors provide students with not only practitioners knowledge, but they often times become a trusted ally and coach. In the event that a mentor is not satisfactory for a particular candidate as judged by the university advisor and the candidate, a new mentor will be selected by the student and advisor. Mentors are recognized by the university for their support through letters of appreciation with a copy to the employing district, recognition at campus events, personal phone calls, and consultant and/or presenter at university educational administration programs.

### **Mentoring Component**

A critical component of professional development for school administrators is an approach that provides support during induction. A professional induction plan has both short and long term goals. It is not designed solely to ensure the survivorship of the administrator's first year. Successfully orientating into the role of a school administrator may take several years to accomplish. The professional induction plan is designed to provide the Tier II administrator with a long-term professional growth plan. Induction is a commitment to professional excellence and development. Leadership development is the goal of the professional induction plan. The professional administrative mentor will:

- Be available to assist the administrator, in cooperation with the university instructor, in the planning of those experiences, projects, and activities to be undertaken in the required areas
- Regularly review the progress of the candidate, and aid in any difficulties which may be encountered
- Verify the completion of the various requirements for the Professional Administrative Services Credential

### **Designated Professional Mentors**

Numerous highly qualified educational administration practitioners form the primary cadre, which are available to advise and teach our students. The candidate selected mentor administrator is done in collaboration with the university advisor. The identified mentor administrator and university advisor for each candidate of the Professional Administrative Services Credential program assists the candidate in his/her professional and personal development.

- These areas are contents of the programs five themes, and they are part of the competencies of educational leadership:
  - 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
  - Leadership mentoring
  - Preservice, induction, and inservice development
  - Broad liberal education and scholarship
  - Professional rights and responsibilities

**CATEGORY III**  
**Non-University Activities**

**STANDARD 8**  
**Inclusion of Non-University Activities**

**The institution has clearly defined criteria and procedures that allow for the inclusion of appropriate non-university activities in the professional credential induction plan for each candidate.**

Non-University Activities: Purpose and Criteria

The criteria for the inclusion of non-university activities include professional growth efforts that are: field-based and contemporary, pedagogically reasonable, realistic/attainable, based upon relevant research, current and respected administrative theory, and consistent with the professional objectives and interests of the candidate as set forth in the individual five-year plan.

The purpose of the CSUDH non-university activity component of the Professional Administrative Services Credential Induction plan is to provide a documented schedule of experiences/activities that augment and enhance the academic skills of beginning and/or continuing administrative candidate's particular goals for development. It involves the university advisor, the candidate, and the site/professional mentor to systematically plan for training and other experiences in order to supplement and augment the development of necessary administrative skills and behaviors. The pre-approval of the non-university activities, gives all three professionals an opportunity to set reasonable objectives through the course objectives and plan experiences that support those objectives. The inclusion of the non-university activities is considered an outstanding feature of induction plan because the collaboration between theorists, practitioners, and novices provides for a three-dimensional multi-perspective approach to the creation and use of strategies for the future professional development of the candidate.

The development of the beginning administrator is the joint responsibility of the mentor, university advisor and the candidate. The university advisor's responsibility is to arrange the *non-university activities* to capitalize on the skills and interests of the novice so that the important tasks of professional development have real meaning. The responsibility of the mentor is to contribute to the evaluation of specific means for professional development so that the acquisition of skills is accomplished in an efficient and effective manner. In order to accomplish this, the university advisor and the mentor must work closely together to address the professional non-university activities of the beginning administrator.

## **Standard 9**

### **Nature of Non University Activities**

**Each non-university activity included in a candidate's professional credential induction plan is guided by an instructional design that is based on a coherent rationale. Each activity is delivered by qualified individuals, supported by appropriate resources, and evaluated on an ongoing basis.**

The institution has clearly defined criteria and procedures that allow for the inclusion of appropriate non-university activities in the professional credential induction plan for each candidate.

#### **Rationale**

Non-university activities included in each candidate's professional induction will provide the candidate with relevant learning. Any non-university activity which is included in the candidate's program must be reviewed and receive prior approval by the CSUDH educational administration faculty and coordinator. This process will help to ensure that the candidate will benefit from quality non-university experiences. The activities will be screened for congruence with the thematic areas of the program and the student's professional growth plans. The design of the non-university activity must demonstrate a sound knowledge base, a professional rationale, expected outcomes, and an evaluation component. Candidates wishing to use non-university training experiences that have not been previously approved must provide appropriate documentation and rationale to support its inclusion into the professional development plan.

#### **Institutional Resources**

The resources needed for the appropriate selection and successful implementation of the non-university activities have been adequately documented in Standard 2 - Institutional Attention to The Program and Standard 3 - Resources Allocated to The Program.

#### **Instructional Design**

In order to provide the CSUDH educational administration faculty with appropriate information regarding the nature of suggested non-university activities, specific documentation must be collected. The following documents need to be provided by the candidate to the faculty:

- A written request by the candidate.
- Description of the non-university activity (include evidence related to the five curriculum themes established by the CCTC).
- Rationale statement based on the approved standards and professional needs.
- Evidence of the number of clock hours involved in the non-university activity. If not a sponsored activity as described in Standard 8, provide documentation relative to the qualifications and credentials of the sponsoring organization or agency.
- Formal approval may take place through a telephone call or other informal means of communication. The university advisor will be responsible for the coordination of communications and the approval process. Written documentation from the candidate is required as evidence of actual participation and completion.

The CSUDH strategy for the inclusion of non-university activities in the induction plan for beginning administrators consists of the following:

- The triad of candidate, site or professional mentor, and the university advisor will determine an individual non-university activity plan based upon the knowledge base, other academic factors, skills, levels, interests, and career goals of the candidate to develop a reasonable activity program.
- The triad will select specific non-university activities that are conducive to the achievement of the goals stated in the individual induction plan.
- The advisor and mentor will suggest/recommend specific associations, organizations, and will also suggest any types of activities which are interesting and consistent with the academic plan.
- The triad will determine the nature, length of time (duration), participation method and place for the non-university activities. Although an appeals process is to be developed, it is hoped that the triad can typically agree on the activities for the welfare of the candidate. Creative, imaginative, resourceful activities will be the guiding factors in the determination of the appropriateness of the activities.
- The candidate will participate in the activities, document and analyze the experiences in terms of expectations, and provide feedback to the advisors on the meaningfulness of each activity.
- The candidate will maintain a portfolio of the participation in the non-university activities. This will be submitted during the last enrollment in **EAD 573, Administrative Leadership Post-Assessment of Professional Competence**.
- The triad will evaluate the results during both enrollments in EAD 573, target achievement, and make specific recommendations for the candidate's continued individual professional development.

### **Quality Indicators**

At the end of each semester, each credential candidate is required to submit an opinion report delineating the extent to which his/her non-university experiences have assisted and/or facilitated in the accomplishment of targeted goals. The results of these reports are reviewed by all ED AD faculty (full- and part-time), the Coordinator, and program advisors and used to retain and/or eliminate the specific agencies, school districts, and/or associations, providing the experiences.

## Procedures

In order to be considered acceptable as a part of the approved CSUDH Professional Administrative Services Credential program "non-university activities," the following criteria must be addressed/met:

- Research topic(s). Professional activities, theoretical seminars are consistent with the five curriculum themes indicative of the credential program.
- Sponsors/presenters and/or sponsoring agencies and organizations must meet the professional standards as indicated in the credential program design/rationale.
- All proposed activities must directly related to the candidate's career goals, **professional** development, and academic needs as indicated in the candidate's five year plan developed in **EAD 572, Administrative Leadership: Pre-Assessment of Professional Competence**.
- All proposed programs must be able include evidence of the potential to provide the candidate with techniques and methods for assessment and evaluation.

## Types of Activities

Certain types of non-university activities that can be included as acceptable and appropriate are those approved by the Commission on Teacher Credentialing. In such cases the student has to verify successful completion of the activity. Other organizations whose activities would be considered likely to be approved would include:

- CSUDH sponsored collaboratives with other educational agencies in the form of lectures, projects, seminars, inservices, and professional development workshops.
- Recognized professional educational organizations and institutes that provide leadership training and development seminars.
- Educational agencies, school districts, county offices that sponsor inservice leadership activities and colloquia.

**CATEGORY IV**  
**Candidate Competence and Performance**

**STANDARD 10**  
**Expectations for Candidate Performance**

**Expectations for excellence in candidate performance are developed for each candidate aligned with the principles of administrative practice included in the individual induction plan.**

**Candidate Performance: Expectations**

The CSUDH professional service credential goal is to provide students with a comprehensive administrative experience that will influence the individual's decision to professionally grow beyond a level of acceptable administrative competence. The expectation is that candidates will learn to become leaders of leaders. At CSUDH the professional service credential program is designed to provide students with an in-depth understanding of the complexities of school administration. To accomplish this task, it is imperative that the curriculum incorporates the various thematic areas of the program and that the courses relate to the experiences in the real world setting. Due to the nature of school administration, it is imperative that students are assigned mentors that are available for discussion and coaching. The induction plan is a critical phase in the potential success of the individual. Therefore, careful assessment and evaluation of the individual is conducted to ensure the successful entry of the student into school administration.

**Relationship To Administrative Practice and Induction Plan Elements**

Starting with an initial assessment of self (i.e., knowledge and experience), the candidate works with the selected mentor and the university advisor to develop a professional growth plan. The professional growth plan includes performance goals, action plans, and ways of measuring progress. Candidates are required to develop and maintain a professional portfolio containing evidence of their administrative experiences and development. Candidates pursuing the Professional Administrative Services Credential at CSUDH are expected to complete all coursework and demonstrate knowledge of the principles of administrative practice. This is accomplished by the candidate's inclusion of the basic goals identified by the CSUDH College of Education.

Candidates are expected to understand and apply the following general knowledge/skills areas:

1. Organizational and Cultural Environment

- The theory and functions of human organization as independent and dependent social entities within American society.
- Structuring and leading groups in a variety of organizational settings to include school boards, parent and community groups, staff groups and regional and state organizations.
- Learning and instructional research and theory.
- Educational trends and issues.
- Current and emerging needs of society for the improvement of school curriculum and practices.
- Strategies to meet diverse pupil needs
- Concepts of cultural values and language diversity.

## 2. Dynamics of Strategic Issues Management

- Collective planning with other administrators and participants for instructional strategies for adult learners.
- The application of knowledge of the functioning of organizations to adult learning.
- Means to integrate organizational goals with specific programs of learning.
- Management strategies designed to achieve goals and objectives.

## 3. Ethical and Reflective Leadership

- Political forces that directly or indirectly have an effect upon school practices.  
Sociological forces that directly or indirectly have an effect upon school practices.
- Theory and application in achieving compromise, consensus, and coalitions to achieve educational goals.

## 4. Analyses and Development of Public Policy

- The legal framework of national, state, and local schools; to include statutory and constitutional provisions pertaining to equal access to public education.
- Political jurisdictions and bodies that make and/or effect state and local educational policy.
- The application of established legal principles to policies and practices at the local school and district level; to include the experience of decision-making regarding the assignment of teachers and other school personnel.

## 5. Management of Information Systems and Human and Fiscal Resources

- Effective staff utilization patterns that combine the needs and abilities of staff, organizational constraints, and available resources.
- Developing and implementing effective personnel policies.
- Short and long-term planning procedures for filling staff needs.
- Short and long-range planning procedures for filling needs for buildings, equipment, and supplies.
- Computer technology applied to instructional practice.

**STANDARD 11**  
**Assessment of Candidate Competence**

**Prior to recommending each candidate for a Professional Administrative Service Credential, the university advisor and the mentor verify that the candidate has met all the expectations for excellence in candidate performance that are outlined in the credential induction plan.**

**Monitoring Academic Progress**

The ED AD professional administrative credential faculty monitors each candidate twice during each semester: a) at the time of initial registration for the semester and b) at the time of advance registration for the upcoming semester. Academic progress of each candidate is also routinely monitored, each semester, by the University Registrar's Office and the Office of Graduate Studies who send warnings to program coordinators regarding individual academic performance so that appropriate/immediate remedial action can be taken. ED AD candidates experiencing academic difficulties are referred to the CSUDH Center for Learning Tutoring program and/ or the CSUDH Faculty Mentoring program.

**Verification of Candidate Performance**

Prior to recommending the candidate for a Professional Administrative Services Credential, the Coordinator, CSUDH Tier II advisor (university advisor) and the mentor administrator assess the candidate for excellence in his/her performance as outlined in the professional credential induction plan. This process is conducted in the exit course (the second 3-units of the Post-Assessment experience) EAD 573 Administrative Leadership: Post-Assessment of Professional Competence, which is taken twice for 6-units. The following items are required for completion of EAD 573:

1. Professional Credential Induction Plan  
(Parts A and B required for completion)
2. Leadership Analysis and Assessment
3. Letter of recommendation from employing school district
  - a. Must be on school district stationery
  - b. Must be original signature from mentor administrator
  - c. Verification of minimum of two years of administrative experience
4. Complete and up-to-date professional portfolio & resume
5. Five year professional growth plan
6. Professional Leadership Practicum (6-units)

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Appendix B

REQUEST FOR APPROVAL OF NON-UNIVERSITY  
ACTIVITY OPTION EXPERIENCES

Semester/Year: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Tier II Advisor's Name: \_\_\_\_\_

Candidate Mentor/Site Supervisor Name: \_\_\_\_\_

Institution/Organization offering Non-University Activities:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Is this institution/organization approved by the Commission on Teacher Credentialing/ Commission on Accreditation?

Yes \_\_\_\_ No \_\_\_\_ (if "No" the activity must be pre-approved by the CSUDH faculty.)

Attach a detailed description of the activity under consideration for approval as a part of the non-university option and the specific candidate objectives that are listed in the five-year plan (include in the description specific reference to the thematic areas/and or standards). Attach an activity description, brochure, program description and/or announcements.

Appendix C

California State University, Dominguez Hills  
California Professional Administrative Services Credential Program, Tier II

MENTOR QUALIFICATION AND VERIFICATION DOCUMENTATION FORM

EAD 572 – Administrative Leadership:  
Pre-Assessment of Professional Competence

This form must be completed and filed in the student’s permanent record by the CSUDH Educational Administration Coordinator/University Tier II Advisor during the first three weeks of the induction process.

Name of induction student/candidate:

\_\_\_\_\_

School site, address and telephone at which the induction student/candidate is employed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Semester/Year of induction experience: \_\_\_\_\_

Name of CSUDH Educational Administration university faculty Professional Tier II advisor: (Please print legibly)

\_\_\_\_\_

Verification and approval signature/date of CSUDH Professional Tier II Advisor:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Qualifications and Verification Documentation Form  
Professional Tier II Credential Program (cont'd)

Name and Position of Site/School District Mentor: (please print legibly)

\_\_\_\_\_

Length of time in the position listed above: \_\_\_\_\_

Name of Site/School: \_\_\_\_\_

\_\_\_\_\_

Address of Site/School \_\_\_\_\_

\_\_\_\_\_

Telephone at Site/School: \_\_\_\_\_

Type of California Teaching Credential(s), if any, held by mentor:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Type and state of Non-California Teaching Credential(s), if any, held by mentor:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

Type of California Administrative Services Credential(s) held by mentor: (Circle all that apply)

- a. Life
- b. Preliminary
- c. Professional

Type and state of Non-California Administrative and/or Supervisory Credential(s), if any, held by mentor:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

Type of any other California Credential(s) held by mentor (PPS, community college, etc.):

- a. \_\_\_\_\_
- b. \_\_\_\_\_

Type and state of any other Non-California credential(s)/licenses held by mentor:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

## Appendix D

### CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS Division of Graduate Education

#### EAD 573 - Administrative Leadership: Post-Assessment of Professional Competence

#### Leadership Analysis and Assessment

Your candor and care in responding to this confidential form is greatly appreciated. Educational leadership entwines and expresses professional and personal behaviors, values and capacities. We are all striving to do better. Your thoughtful, anonymous feedback can help this colleague make useful changes. Please fill it out and return it in the envelope provided. If you are not in a position to observe and respond to a question, please check "NA".

Name of person assessed: \_\_\_\_\_

Rating Scale: (Please check only one response per question.)

A = Excellent

B = Good

C = Satisfactory

D = Poor

NA

1. Collaborates with others in decisions that affect them.
  - A
  - B
  - C
  - D
  - NA
  
2. Manages the stress and pressures of day-to-day management.
  - A
  - B
  - C
  - D
  - NA
  
3. Promotes innovative and effective curricular ideas.
  - A
  - B
  - C
  - D
  - NA

Rating Scale: (Please check only one response per question.)

A = Excellent B = Good C = Satisfactory D = Poor NA

4. Has credibility with teachers as a good educator who can also assist others.

- A
- B
- C
- D
- NA

5. Projects warmth, empathy, and has good listening skills.

- A
- B
- C
- D
- NA

6. When necessary, can make and carry out decisions quickly.

- A
- B
- C
- D
- NA

7. Knowledgeable about school law, due process, budgeting and other managerial areas.

- A
- B
- C
- D
- NA

8. Promotes the values of and celebrates diversity.

- A
- B
- C
- D
- NA

Rating Scale: (Please check only one response per question.)

A = Excellent B = Good C = Satisfactory D = Poor NA

9. Courageous, willing to take risks and “hang tough”.

- A
- B
- C
- D
- NA

10. Has a personal educational vision and engages with others to create a shared set of ideas about the school’s direction.

- A
- B
- C
- D
- NA

11. Able to deal successfully with difficult or angry people.

- A
- B
- C
- D
- NA

12. After spending time with this person, one comes away feeling more informed and empowered.

- A
- B
- C
- D
- NA

13. Can go into a classroom and model good instruction.

- A
- B
- C
- D
- NA

Rating Scale: (Please check only one response per question.)  
A = Excellent B = Good C = Satisfactory D = Poor NA

14. The overall sense one gets is that this person is organized.

- A
- B
- C
- D
- NA

15. Has good facilitation skills and is a team builder.

- A
- B
- C
- D
- NA

16. Is good humored and has a healthy perspective about the sometimes irrational demands of administrative work.

- A
- B
- C
- D
- NA

17. Students, staff and parents find him/her easily approachable.

- A
- B
- C
- D
- NA

18. Knowledgeable about programs which ensure that all children, whatever their economic, ethnic or cultural background, are learning appropriately.

- A
- B
- C
- D
- NA

Rating Scale: (Please check only one response per question.)

A = Excellent B = Good C = Satisfactory D = Poor NA

19. Is seen as a catalyst, a respected change agent for improvement.

- A
- B
- C
- D
- NA

20. Engages parents and community in the life of the school.

- A
- B
- C
- D
- NA

21. Can manage time and maintain a healthy balance between personal and professional life.

- A
- B
- C
- D
- NA

22. Handles supervision and teacher evaluation duties fairly and creatively.

- A
- B
- C
- D
- NA

Rating Scale: (Please check only one response per question.)

A = Excellent B = Good C = Satisfactory D = Poor NA

23. My overall rating of this person

- A
- B
- C
- D
- NA

24. My overall impression of what others think of this administrator.

- A
- B
- C
- D
- NA

25. The chances of this person being an effective future administrative leader.

- A
- B
- C
- D
- NA

How would you describe this person's leadership style?

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In summary, what do you think are some of the best qualities and/or capacities of this person?

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If continued growth and professional success are to occur, what areas need more attention, training, or experience?

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Other comments:

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Are you:      Classified position \_\_\_\_\_      Certificated position \_\_\_\_\_      Other \_\_\_\_\_

Thank you and please return this form, unsigned, promptly to sender.

Appendix E

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS  
Division of Graduate Education

EAD 573 - Administrative Leadership:  
Post-Assessment of Professional Competence

Completion and Reflective Experiences

(To be completed and discussed with University Advisor and Mentor Administrator.)

Date completed all academic requirements: \_\_\_\_\_

Date completed additional non-university experiences: \_\_\_\_\_

Summarize your key learning's in the following thematic areas:

a) Organizational and Cultural Environment

b) Dynamics of Strategic Issues Management

c) Ethical and Reflective Leadership

d) Analysis and Development of Public Policy

e) Management of Information Systems and Human and Fiscal Resources

Discuss the contents of your Professional Administrative portfolio

Discuss the development of your Professional Growth Plan

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Candidate Date

---

Mentor Administrator Date

---

University Advisor Date

Appendix F

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS  
Division of Graduate Education  
Professional Credential Induction Plan

Name: \_\_\_\_\_

Position/District: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: Work#: \_\_\_\_\_ Home#: \_\_\_\_\_

Mentor (include title, position): \_\_\_\_\_

University Advisor: \_\_\_\_\_

Pass CBEST? \_\_\_\_\_ Do you hold a Preliminary Administrative Services Credential? \_\_\_\_\_

If not, what comparable credential or experience do you possess? \_\_\_\_\_

Expected completion date for required 30 units: \_\_\_\_\_

Years and Types of School Experiences:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Goals and Plans

1. Based upon your administrative assessment activities, what do you feel are some of your key strengths as a leader and administrator?





Professional Induction Plan (cont'd)

6. What will you include in your professional portfolio?

7. What area(s) of specialization are you most interested in?

Reviewed and Endorsed:

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Candidate Date

---

Mentor Date

---

University Advisor Date