POINT 19 02 LOMA
NAZARENE UNIVERSITY

School of Education

Master of Arts/Master of Science in Educational Administration

Preliminary Administrative Service Credential

2023-2024

School of Education

Point Loma Nazarene University

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Purpose of the School of Education Educational Leadership Handbook

The purpose of this handbook is to provide the prospective MA/MS Preliminary Administrative Services Credential (PASC) Master of Arts in Education, Educational Leadership (MAED) candidate at Point Loma Nazarene University (PLNU) School of Education with necessary information essential for progress through Master of Arts or Master of Science in Educational Administration program.

The educational leadership faculty is committed to contributing to the success of your educational experience and growth as an educational leader. Consistent with a long history of excellence in education, the faculty also expects each candidate ultimately recommended for a degree or credential will be a model of professionalism and high-quality leadership, and be committed to the mission of continually improving the education of K-12 students.

Educators, counselors, and administrators of the future anticipate major changes in professional roles, instructional technology, demographics and the learning process. All coursework and class requirements address proficiencies of the California Administrator Performance Expectations (CAPEs).

Vision/Mission

University Mission Statement
To Teach • To Shape • To Send

Point Loma Nazarene University (PLNU) exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement
Equip • Transform • Empower

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

School of Education Vision

We strive to equip by inspiring and preparing our candidates to be **servant leaders**, who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

We seek to transform our candidates' ways of thinking and being to embrace the positive power of **diversity** and become advocates for **universal social justice** within their classrooms, schools, districts, and communities.

We work to empower our candidates by helping them to become reflective educational practitioners who engage in ongoing **scholarly**, professional, personal and spiritual growth and serve effectively as research-based transformational leaders within their classrooms, schools, districts and communities.

Educational Leadership Program Philosophy

The PLNU MA/MS Educational Leadership programs are comprised of faculty and staff who approach educational theories and practices from a Christ-centered foundation. Grace, truth, and holiness are central tenets of our Wesleyan tradition. Individually and collectively, we seek daily guidance and strength to pursue our goals with the full understanding that our spirituality is not something we leave behind as we teach, but is totally integrated into, and the basis of, all our behaviors.

1. We believe that the world can be radically changed and brought to the Kingdom of God through graduates from Point Loma Nazarene University. We follow a model of

servant leadership, as evidenced in the life of Jesus Christ. We intend to educate each candidate who comes to us to view his or her career as a calling.

2. We are challenged and intrigued by the fact that California is culturally more a microcosm of the whole world than it is a microcosm of the United States. In light of California's cultural complexity, we believe that our candidates need to refine their listening and observational skills, develop genuine empathy for others, and establish relationships with mentors who can serve as cultural guides. We believe that each one of us holds a piece of the puzzle that none of us could assemble alone.

3. We believe that academic rigor for our future educational leaders is imperative. Of supreme importance is that our candidates develop strong reading, thinking, listening, speaking, math, research, technological, writing, and interpersonal skills as they learn their particular areas of study. Our faculty recognizes the importance of staying current and at the forefront of educational practices that are based on sound research and we are committed to continuously increasing our own technological and research skills. Through our own effective modeling of all that we advocate, we intend to maintain academic relevance and rigor.

4. We teach our candidates to view not just each child, but also each parent, staff, faculty member, colleague, and community member as a special human being of great worth. We ask our candidates to see beyond their respective classrooms to their role as community representatives and to work to bring about the necessary changes so that our society truly lives out its rhetoric that "All…are created equal."

5. We are intentional about supporting our candidates in developing skills to guide and support others to become the ethical and moral people God wants them to be. For our candidates who will become administrators, we help them view the role of leader as that of a humble servant. We urge our candidates who will be educators to commit their hearts, minds and souls to the work before them in a spirit that demonstrates that they understand the value of each person with whom they will work.

6. We are purposeful about creating an environment in which candidates will have to delve deeply to arrive at creative solutions to the complex problems that will face them in the current century. Our candidates hear about the love of Jesus Christ, the grace so freely given, and the personal commitment necessary to live so that their faith, their calling, and their behaviors are in concert.

7. We are purposeful about empowering and equipping equity minded administrators who understand that inequities exist and are devoted to disrupting these inequities to develop inclusive communities, and culturally responsive educators. Our

candidates participate in equity applications in every course toward reflection and personal growth as an equitable leader.

Spiritual Goals for Graduate Programs

- To model the Christian life and live out the claims of the Gospel for our students through distinctly Christian faculty – both full-time and adjunct.
- To provide regular opportunities for spiritual nurture and growth for both students and faculty.
- To integrate within each academic program (where appropriate) curricular activities and assignments that emphasize and reinforce Christian values and our Wesleyan heritage.
- To provide both counsel in times of crisis and ongoing spiritual support.
- To provide opportunities to live out the call to holiness through service.

General and Progression Policies

Candidate Policies

Policies for MA/MS PASC candidates regarding admission, progression, retention, dismissal, graduation, and rights and responsibilities are published in the PLNU academic catalog located at www.pointloma.edu.

In addition to these policies, candidates must meet all requirements for credentialing as outlined by the California Commission on Teacher Credentialing (CTC) and the California Education Code. Candidates of PLNU meet all accreditation standards for the Western Association of Schools and Colleges (WASC).

Fieldwork and APA requirements

All fieldwork and APA requirements must be completed in an approved California School that has entered into a Memorandum of Understanding (MOU) with PLNU.

Grades

Progression in the MA/MS PASC program is contingent upon successful completion of all required courses at the previous level. The candidate must receive a passing grade of "C" or above in each graded course and a grade of "Credit" in any course designated "Credit/No Credit," including fieldwork courses. Theory courses and seminars are graded with letter grades (A, B, C, D, F). Each course syllabus contains the competencies required for

successful completion of the course. An unsatisfactory (C- or lower or "No Credit") grade in any course will necessitate the repetition of the course.

It is important for candidates to have frequent contact with their advisors/student success advisors (SSA) throughout their enrollment at PLNU (at least once per semester). Dropping a course may impede progress in the program and may also alter a candidate's financial aid. **Candidates must contact their assigned advisor either in person, by telephone, by zoom, or by e-mail to discuss any changes to their academic schedule.**

Program Gates

Gate 1: Completion of Some Coursework and Completion of Appendix A-2
- Four (4) PLNU credential units successfully completed
- Completion of Appendix A-2 (Student Registration Clearance Checklist)

If one or more of the above criteria are not satisfied, the candidate will receive an "at-risk" notification letter from the School of Education.

Gate 2: Completion of Additional Coursework, Advancement Criteria, and Full Completion of Appendix A-2
- (8) PLNU credential units successfully completed
- Fully meeting all requirements on Appendix A-2 (Student Registration Clearance Checklist)

If one or more of the above criteria are not satisfied, the candidate will receive a "stop" notification letter from the School of Education.

If any components of Gate 2 are not satisfied, the candidate may continue to work towards completion of these requirements independently. Upon successful completion of these requirements, the candidate's Student Success Advisor will review the candidate's status and determine whether Gate 2 has been met. **As part of the remediation process, the candidate may not register for any further credential coursework until all criteria for Gate 2 have been satisfied. With approval, the MA/MS candidate may register for GED6072 or GED6081 (if they have not taken it already) prior to the completion of this Gate.**

Admission to the University/Program Admissions Requirements

All graduate-level university admissions requirements and:
- Verification and passage of the CBEST or its equivalent
- Verification of a valid California Preliminary Teaching Credential
    - a Clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
    - a Clear or life California-designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
    - a Clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including fieldwork or the equivalent.
- Verification of three (3) years of successful teaching experience with a valid California Preliminary Teaching Credential (one (1) year on a California Intern Credential may be used for this requirement)

Course Sequence and Program Design

The MA/MS Preliminary Administrative Services Credential program prepares school administrators to establish and sustain a vital learning community that supports powerful teaching and learning. The 24 credential units are foundational to the 36-unit Master of Arts or Master of Science Degree in Educational Administration. This is an **evidence-based program**. Candidates develop a plan for their graduate-level coursework and fieldwork, building on the evidence of prior knowledge, skills, and dispositions that they bring into the program. This program is aligned with the California Administrator Performance Expectations (CAPEs). On-site fieldwork is an important part of the program and is designed to complement and enhance the course work.

Courses required for the Preliminary Administrative Services Credential (PASC):

All candidates for the PASC and MA/MS must complete the following:

Courses for PASC:

GEL6003 - Instructional Leadership (3 units)

GEL6004 - Equitable and Socially Just School Communities (3 units)

GEL6005 - Organizational and Systems Leadership (3 units)

GEL6006 - School Improvement (3 units)

GEL6007 - Professional Learning and Growth Leadership (3 units)

GEL6008 - Ethical and Visionary Leadership (3 units)

Concurrent Fieldwork for PASC:

GEL6003F, GEL6004F, GEL6005F, GEL6006F, GEL6007F, and GEL6008F

Candidates seeking the MA/MS must also complete the following:

GED 6072 - Philosophy of Education (3 units)

GED 6081 - Educational Measurement and Evaluation (3 units)

GED 6094 - Action Research (MA Candidates Only)(3 units)

GED 6095 - Action Research Project and Presentation (MA Candidates Only)(3 units)

GED 6098 - Master's Thesis Design (MS Candidates Only)(3 units)

GED 6099 - Master's Thesis (MS Candidates Only)(3 units)

The Master of Arts Degree (MA) in Educational Administration degree designates a terminal ending of the candidate's scholarship; the degree is designed with a final action research project that draws conclusions that are practical, relevant, and are reflective questions of the candidate's leadership experience.

The Master of Science Degree (MS) in Educational Administration degree prepares candidates for future scholarship in administration. The candidate completes a five-chapter thesis that includes a relevant literature review, applies research methodology, and critically analyzes data to inform practice and theory.

Total Units: 36

Administrator Performance Assessments

Every MA/MS PASC candidate in the School of Education at PLNU must submit and pass the California Administrator Performance Assessment (CalAPA) to be recommended to the CTC for the credential.

Candidates receive direct instruction about each cycle within their courses. Cycle 1 is completed during GEL6006, and Cycle 2 is completed during GEL6007, and Cycle 3 is completed during GEL6003.

For a complete description of the Cal APA, visit
https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html

Failure to Pass the APA

An MA/MS PASC candidate who is not successful in their 1st attempt or after a full semester from the start of their cycle course must:

- Meet with the Program Coordinator or their designee
- Register for one (1) unit of *GEL 6091: APA Support*
- Re-submit the APA at candidate's cost

A candidate who is not successful in their 2nd attempt or after a full semester from the start of their cycle course must:

- Meet with the Program Coordinator and the Associate Dean
- Register for one (1) unit of GEL 6091: APA Support
- Re-submit the APA at candidate's cost

Failure on the 3rd attempt excludes the candidate from being recommended for a credential through PLNU. Therefore, there is no allowance for a 4th attempt on the APA.

Signature Assessments

As part of the MA/MS PASC program coursework, candidates will complete various signature assessments. These assessments serve as a benchmark of candidate achievement, as well as a method for program evaluation and effectiveness.

Taskstream

All MA/MS PASC candidates will require an account on www.taskstream.com in order to fulfill the requirements for courses, fieldwork, and clinical practice and to help the PLNU

School of Education assess its programs. The subscription cost for Taskstream is included in the candidate's fees.

Administrative Interns

At times, school districts need administrators with intern credentials to meet unfilled needs for credentialed administrators in elementary, middle, and high schools.

The School of Education partners with districts and offers the administrative intern credential program for qualified MA/MS PASC candidates to allow them to work as contract administrators with strong support from PLNU faculty as they earn their PASC.

As an intern, a candidate will be assigned a district coach and a university supervisor to provide support and guidance in their role as administrator. The candidate will enroll in this support through *GEL 6048: Administrative Intern Support Seminar* for three (3) units each quad until they have completed all requirements for their PASC.

Administrative Interns must meet the following requirements:

- Provide proof of four (4) years of successful teaching on a valid California credential
- Be accepted and enrolled in the PLNU PASC program prior to recommendation for an administrative intern credential
- Have a GPA of 3.0 in the program and no grade lower than B
- Receive recommendation from the Program Coordinator

More details regarding the Administrative Intern and an application for the internship may be found in the Administrative Intern Handbook.

Credentialing Policies
Requirements for Credential

In order to be considered for recommendation for a Preliminary Administrative Credential, the candidate must complete the following:

Preliminary Credential:	Candidate must hold a valid Multiple or Single Subject or Education Specialist Credential
Completion of Coursework:	A grade of C or better in all credential coursework and a minimum 3.0 GPA
Completion of Induction:	A grade of "Credit" in the required induction courses
Verification of Successful Teaching Experience:	Candidate must verify five (5) years of successful teaching experience in accordance with CTC requirements.

Dispositions and Indicators of Noble Character

In alignment with the Conceptual Framework, Point Loma Nazarene University is committed to supporting candidates as whole persons. Course professors and fieldwork partners will participate in the assessment of candidates' knowledge, skills and dispositions in an effort to equip, transform and empower each individual personally and professionally. Dispositions of Noble Character will be addressed in each course and will be assessed in designated courses across all programs.

Dispositions and Indicators of Noble Character

Candidate: _____

Date: _____

Course: _____

Check one: □ Self-assessment □ Professor/University Supervisor □ Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Note behavioral evidence to substantiate rating regardless of score level.

Indicator	Perf. Level (1-4)	Behavioral Evidence to Look For:			
1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service, demonstrating coherence in attitudes and actions.		□ Treats all students and adults equally with civility and grace. □ Retains a non-judgemental demeanor □ Displays professionalism in dress, posture, and attitude. □ Committed to social justice, equity, and cultural competency. □ Consistent in words and actions. □ Practices forgiveness and love for one another. □ Follows through with commitments.			
2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience, and respect for the diversity of learners.		□ Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. □ Openly considers the contributions of diverse learners.			

The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills in a way that sustains and ensures a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve their potential.		☐ Proactive rather than reactive with classmates, educators, parents, staff, and students. ☐ Employs healthy conflict resolution skills in one-on-one and group situations. ☐ Assists in resolving conflict and promotes acceptance of one another. ☐ Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.			
3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, transform, and empower every student to fulfill his or her full potential.		☐ GED 6089	Master's Research and Design	$25	Required Institutional Review Board (IRB) Training
4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged, and		☐ Enthusiastic, energetic, prepared, constantly reflecting and improving. ☐ Seeks feedback from other professionals with a positive spirit.			

| accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback. | | ☐ Willingly participates in the school community activities outside of the classroom.
☐ Remains involved in the planning and innovation necessary of professionals.
☐ Holds high expectations for all, and scaffolds learning when assignments are challenging.
☐ Remains aware of all the profession requires and makes changes to own practice. | | | |

Rubrics for Performance Level

4.0   Exceptional
Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teachers if areas for improvement are discussed.

3.5   Advanced
Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.

3.0   Appropriate
Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teachers.

2.5   Improvement Needed
Lack of this indicator has been evident to peers or teachers. Demonstrates the ability to accept feedback, reflect and improve.

2.0   Area of Concern
Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teachers.

1.0   Inappropriate
Demonstrates indicator infrequently, if at all. No indication of desire to improve.

Requirements for Degree Posting

Requirements for degree posting are stated in the university academic catalog located at www.pointloma.edu. A degree processing fee will be assessed to the candidate's account upon the candidate's application for degree candidacy.

Withdrawal and Readmission Procedures
Withdrawal from the University

When an MA/MS PASC candidate decides to withdraw from the university, the advisor must be notified. A withdrawal form must be signed and submitted. It is the candidate's responsibility to follow through with financial arrangements for tuition, library fees, and financial aid and loans. **Withdrawal may preclude candidates from being inter eligible if satisfactory progress has not been maintained.**

Leave of Absence

A Leave of Absence (LOA) permits graduate candidates to leave their academic program for professional or personal reasons with the approval of their Program Coordinator. There must be a reasonable expectation that the candidate will return to the University.

If a candidate fails to return after an approved LOA or fails to enroll at least half time, the candidate will be administratively withdrawn from the University as of the date the candidate began the LOA and forfeits future intern eligibility. If the candidate is a Title IV loan recipient, this may influence the candidate's loan repayment terms, including the possible exhaustion of the candidate's grace period. Upon returning, these candidates are required to apply for readmission through the Office of Admissions.

If candidates are Title IV loan recipients, it is advised that an exit interview be completed at the time of the LOA.

Administrative Withdrawal

Students who have not attended or enrolled in a course for one semester, are not currently completing coursework, have not filed an approved leave of absence with the Office of Records, and have not officially withdrawn, will be administratively withdrawn. Such withdrawal may have financial aid implications. Students with this status must submit a new application to the university and to their degree program.

Readmission to the MA/MS PASC Program

An MA/MS PASC candidate may reapply to the program if she/he has previously withdrawn. Candidates who withdraw from the MA/MS PASC program and subsequently decide to re-enter must apply for readmission. The Academic and Student Affairs Committee considers the application for readmission on an individual basis and regarding space availability in classes. Candidates should be aware that university degree requirements and CTC regulations may have changed since previous enrollment; returning candidates who have left the university for one or more semesters will be subject to any curriculum changes in the catalog upon readmission. The candidate is responsible for meeting all admission deadlines and requirements (including GPA) before being considered for readmission.

Grievance Policy

Candidates who have any grievance within the PLNU School of Education should address their concerns with their Faculty Advisor. Should candidates have further concerns, they should then appeal to the Program Coordinator. If the issue is not resolved at this level, they are then directed to contact the Associate Dean and then the Dean, if not resolved with the Associate Dean.

If a grievance is not resolved after a candidate has moved through all levels of the process in the School of Education, the candidate is directed to take their concerns to the vice Provost for Academic Administration.

Uniform Complaint Procedure

The Dean of the School of Education or designee shall determine whether a complaint should be considered a complaint against the University and/or an individual employee, or against an individual within a partner school district where the person initiating the complaint is completing their fieldwork activities, and whether it should be resolved by the University's process for complaints concerning personnel and/or other University procedures.

To promote prompt and fair resolution of the complain, the following procedures shall govern the resolution of complaints against University employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly with the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, they may submit an oral or written complaint to the employee's immediate supervisor or the Dean of the School of Education or designee (Associate Dean for the Center or Program Coordinator for the program in which the person initiating the complaint is enrolled).
3. All complaints related to University personnel other than Associate Deans or Deans or against individuals at partner school districts shall be submitted in writing to the Dean of the School of Education or designee (Associate Dean for the program or center) or immediate supervisor. If the complainant is unable to prepare the complaint in writing, Program Advisors shall help them to do so. Complaints related to a Program Coordinator or Advisor shall be initially filed in writing with the Associate Dean or designee. Complaints related to the Dean of the School of Education or designee shall be initially filed in writing with the Vice Provost for Academic Administration (VPAA).
4. When a written complaint is received, the employee shall be notified within five (5) days.
5. A written complaint shall include:
   a. The full name of each employee involved
   b. A brief but specific summary of the complaint and the facts surrounding it
   c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. The administrator responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by immediate supervisor to the Dean or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Dean's or designee's decision as final. However, the complainant, the employee, or the Dean or designee may ask to address the VPAA regarding the complaint.
8. Before the VPAA's consideration of a complaint, the Dean or designee shall submit to the VPAA a written report concerning the complaint, including but not limited to:
   a. The full name of each employee involved
   b. A brief but specific summer of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
   c. A copy of the signed original complaint
   d. A summary of the action taken by the Dean or designee, together with their specific finding that the problem has not been resolved and the reasons

9. The VPAA may uphold the Dean's or designee's decision without hearing the complaint.
10. All parties to a complaint may be asked to meet with the VPAA in order to clarify the issue and present all available evidence.
11. The decision of the VPAA shall be final.

Any complaint of child abuse or neglect alleged against a University employee or individual at a partner school district shall be reported to the appropriate local agencies in accordance with the law.

School of Education Fees in the MA/MS and PASC Program

Course	Course Description	Fee	Description
Upon Entry	Assessed Upon Admission Through Tuition	$150	Candidate pays this fee through University Tuition
GEL6003	Instructional Leadership	*$150	CalAPA Cycle 3 Voucher for Pearson
GEL6006	School Improvement	*$150	CalAPA Cycle 1 Voucher for Pearson
GEL6007	Professional Learning and Growth Leadership	*$150	CalAPA Cycle 2 Voucher for Pearson
GEL 6098	Master's Thesis Design (MS only)	*$25	Required Institutional Review Board (IRB) Training

*California Educator Exam and Performance Assessment fees **may** be waived for candidates as of July 1, 2023 through June 30, 2024, or until funds are used. If the fee waiver becomes available, the credit will show in the Pearson registration system in the fall.

MA/MS PASC Fieldwork Handbook

Fieldwork in Preliminary Administrative Credential

1.0 Purpose and Overview

The California Administrative Performance Expectations (CAPEs) adopted by the California Commission on Teacher Credentialing (CTC) inform the University's development of fieldwork experiences that are aligned with each of the CTC Standards. Each credential candidate will work with a university fieldwork supervisor and a site fieldwork supervisor regarding the organization and development of projects designed to create a relevant application of coursework. This Fieldwork Handbook includes examples of experiences the candidate can use to create an outline (Form B) of fieldwork activities to be completed in the program.

The MA/MS PASC candidate is required to develop and execute a plan for field experiences that includes the application of all the CAPEs.

Fieldwork is one of the most important aspects of the total credential program. It should provide the candidate with a general knowledge of administration through planned observations and practical experience in each of the standards identified. It includes the performance of actual on-the-job tasks or work assignments selected for their value in preparing prospective school administrators and supervisors.

Nature of the Fieldwork Experiences

MA/MS PASC Candidates participate in significant fieldwork experiences (180 hours) that are designed to facilitate the application of theoretical concepts into practical settings. Each candidate addresses the major duties and responsibilities authorized by the Administrative Services Credential in a variety of settings. Significant intensive fieldwork experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator. The candidate is also encouraged to engage in two meaningful fieldwork experiences in a setting that is other than the candidate's regular assignment and which include a diverse student population. Fieldwork experiences include intensive experiences both in the day-to-day functions of administration and in longer-term policy design and implementation.

Fieldwork experiences involve closely supervised, planned activities in partnership schools and include nearly all major duties and responsibilities authorized by the credential, under the supervision of persons credentialed to perform those duties, and by instructional faculty designated by the approved institution of higher learning. Emphasis shall be given to the quality and scope of the designated programs of the school district and the preparation institution.

Verification of the scope, length and successful completion of the fieldwork experience shall be a joint responsibility and function of the candidate, the school district/site and the university.

Site and university fieldwork supervisors are selected with care for the purpose of promoting candidate learning and proficiency and for evaluating the performance of assigned candidates.

Documentation of the specific scope, length and the successful completion of the fieldwork experiences set forth for each candidate shall be a joint responsibility and function of the candidate and the preparation institution. Such documentation shall become a part of the formal records of the preparing institution, shall conform to the procedures developed by the preparing institution, and shall be retained for at least six years, to be available for CTC review and evaluation upon ten days' notice.

Within the first three weeks of the first class, the university fieldwork supervisor will meet with the candidates to carefully review the required meetings and fieldwork requirements, including the Fieldwork activity Narrative/Reflection (form C) and/or Coaching Conversation/Dialogue Summary (alt Form C).

Fieldwork experiences are closely related to the job performance requirement of administrators. Candidates have the opportunity in fieldwork to practice the skills they have learned from the program courses.

The university fieldwork supervisor makes the final evaluation of the candidate's level of competency based upon input from the candidate and the site fieldwork supervisor.

All students must enroll in and complete one (1) unit of fieldwork credit during each quad.

Each 1-unit fieldwork course: GEL6003F, GEL6004F, GEL6005F, GEL6006F, GEL6007F, and GEL6008F must be completed during enrollment in the quad and/or semester in which the candidate is enrolled. If all of the fieldwork activities are not successfully completed within each quad's timeframe, a no-credit (NC) will be assigned and the fieldwork course must be taken and paid for again.

As an adult learner, the student must take the responsibility of organizing their time so that both the student and the school of assignment profit from the fieldwork experiences. Approximately 4-6 hours per week should be devoted to fieldwork. This may be scheduled before and after the regular school day or work year, during the day when released time is available, evenings and weekends when appropriate. The candidate should be prepared to

assist the school during the week prior to the opening of school and following the closing of school in order to become familiar with the closing and opening of school programs.

Preliminary Administrative Credential Fieldwork Overview					
GEL6003	**GEL6004**	**GEL6005**	**GEL6006**	**GEL6007**	**GEL6008**
Instructional Leadership	*Equitable & Socially Just School Communities*	*Organizational & System Leadership*	*School Improvement Leadership*	*Professional Learning and Growth Leadership*	*Ethical & Visionary Leadership*
Assignments designed to support CalAPA 3	**2 FW required as Class Assignment**	**2 FW required as Class Assignments**	Assignments designed to support CalAPA 1	Assignments designed to support CalAPA 2	**2 FW required as Class Assignments**
GEL6003 F 1 unit	GEL6004 F 1 unit (Quad)	GEL6005F 1 unit (Quad)	GEL6006 F 1 unit (Quad)	GEL6007F 1 unit	GEL6008F 1 unit
4 FW to fulfill CalAPA 3	**2 FW chosen from D List by candidate**	**2 FW chosen from D List by candidate**	**4 FW to fulfill CalAPA 1**	**4 FW to fulfill CalAPA 2**	**2 FW chosen from D List by candidate**

CTC Category	Fieldwork	Total Fieldwork
Instructional Leadership	GEL6003 = 4 FW 4 steps of the CalAPA	4 FW
Community Leadership	GEL6004 = 4 FW 2 required/2 chosen	4 FW
Organizational & Systems Leadership	GEL6005 = 4 FW 2 required/2 chosen	4 FW
School Improvement Leadership	GEL6006 = 4 FW 4 steps of the CalAPA	4 FW
Professional Learning & Growth Leadership	GEL6007 = 4 FW 4 steps of the CalAPA	4 FW
Visionary Leadership	GEL6008 = 4 FW 2 required/2 chosen	4 FW
	TOTAL:	24 FW/ 180 hours

Cohort Course Offerings

	Face-to-Face Cohort
FAQ1	**GEL6003: Instructional Leadership**
FAQ2	**GEL6004: Equitable & Socially Just School Communities**
SPQ1	**GEL6007: Professional Learning & Growth Leadership**
SPQ2	**GEL6006: School Improvement Leadership**
SUQ1	**GEL6005: Organizational & Systems Leadership**
SUQ2	**GEL6008: Ethical & Visionary Leadership**

	Online Cohort
FAQ1	**GEL6003: Instructional Leadership**
FAQ2	**GEL6004: Equitable & Socially Just School Communities**
SPQ1	**GEL6007: Professional Learning & Growth Leadership**
SPQ2	**GEL6006: School Improvement Leadership**
SUQ1	**GEL6005: Organizational & Systems Leadership**
SUQ2	**GEL6008: Ethical & Visionary Leadership**

2.0   Course Objectives

At the conclusion of Fieldwork, candidates will demonstrate mastery by completing all 24 fieldwork activities as accepted by the Program.

Instructions For Administrative Fieldwork

Requirements for successful completion of Fieldwork

The fieldwork portion of the program is a collaborative team approach that provides opportunities for the MA/MS PASC candidate to meet with the site supervisor at times, the university supervisor at other times, and in triads with both supervisors. This configuration of meetings ensures the candidate will have opportunities to debrief experiences, discuss educational theory and practices, brainstorm various ways of handling

situations and receive guidance and support in a mentoring atmosphere. Each member of the team has an important role to play in the successful completion of the fieldwork.

The fieldwork process begins with the following steps:

- The candidate schedules an initial meeting with the site supervisor after the supervisor agrees to mentor the candidate.
- The candidate then works with the site supervisor to develop an outline (Form B) of 4 mandatory and/or discretionary fieldwork experiences based on the CAPEs, the required course assignments, and the needs of the school.
- The candidate completes Form A.
- The candidate meets with the university supervisor and the site supervisor (called a triad meeting) to review Form A and Form B, to establish a plan for completion of the experiences, to develop a schedule of meetings, to review the requirements for submitted narratives and documentation. The university supervisor approves the outline and the plan. The meeting also sets the tone for the mentoring between the candidate and the university supervisor.

It is the responsibility of the candidate to -
- complete each portion of the APA assignments, submit the APA assignments to the CTC as specified by CTC requirements, and to submit the return receipt from the CTC to the University Supervisor via Taskstream - all within the quad or semester when the respective assignments are assigned to the candidate,
- assume responsibility for meeting deadlines, schedule all meetings, and keep channels of communication open,
- secure agreement of the site supervisor for permission to conduct fieldwork experiences at the site,
- develop an outline (form B) of 24 fieldwork experiences selected from the six courses and have it approved by the site supervisor and the university supervisor,
- complete the fieldwork experiences, complete the Reflective dialogues with the university supervisor, and meet as required with the site and the university supervisors,
- submit all documentation to the University Supervisor in Taskstream as required at the end of each quad (Form B and 4 Form C's for each FW),
- seek ongoing assistance, if needed, at any juncture in the fieldwork experience from the site supervisor, the university supervisor or the university program director,
- engage in meaningful fieldwork experiences in at least two school settings, if possible, one of which is at an elementary/secondary level other than the candidate's regular assignment (The candidate must seek experiences in a setting that involves a diverse student population with racial, socio-economic, special education, special-needs students and/or schools where the predominant language is other than English.)

3.0   Responsibilities of the Site and University Fieldwork Supervisors

Responsibilities of the site fieldwork supervisor

High quality student performance depends on high quality school leadership. To be successful, today's school administrators must assume multiple roles, from catalyst to manager, from expert to facilitator. Above all, they must be instructional leaders whose every action and decision is made with a relentless purpose to ensure that all students achieve high academic standards. Fieldwork supervisors are critical to the development of candidates seeking the California Preliminary Administrative Services Credential.

It is the responsibility of the Site Fieldwork Supervisor to -
- assist the candidate by serving as a coach and mentor throughout the fieldwork program,
- assist the candidate in the development of an outline of experiences that are designed to demonstrate master of the CAPEs,
- maintain on-going and frequent communication between the candidate, university supervisor and site fieldwork supervisor to provide accurate feedback, counseling and assistance throughout the fieldwork experience,
- provide shadowing opportunities which support the candidate in completing the fieldwork activities through: walkthroughs, observations, feedback sessions (analysis of practice), staff conferences, parent meetings, conversations with support staff, budget development, grade level/department/leadership team meetings, etc.,
- encourage and guide the candidate to take on increasing leadership roles as they progress through the program.

Responsibilities of the *University* Fieldwork Supervisor

It is the responsibility of the university fieldwork supervisor to perform the following duties:
- Meet with the candidate by the 3rd week of the first course to provide an overview of the program and review the fieldwork requirements including the role of the site supervisor, the process for selecting experiences and developing the outline, the the Fieldwork Experience Outline (Form B), the Fieldwork Activity Narrative/Reflection (Form C or ALT Form C), the required and optional meetings, as well as discussion of how and when credits are granted,
- Assist the candidate in identifying additional fieldwork opportunities at other sites or other grade levels,

- Facilitate reflective dialogues related to the fieldwork experiences to monitor learning and assess the candidate's leadership development,
- Support the candidate in completing and submitting APA-related assignments according to the guidelines established by the CTC,
- Maintain *on-going and frequent (at least every other week)* communication with the candidate and site supervisors to plan, analyze, review narratives, assist the candidate in practicing the art of self-reflection, provide feedback and coaching, and provide formative and summative evaluations. These communications/meetings will include a three-way conversation with the candidate and site supervisor regarding fieldwork progress and possible changes to accommodate student needs, and other concerns as needed,
- Provide the candidate opportunities to communicate openly and candidly about fieldwork experiences and outcomes.

The university fieldwork supervisor shall make the final evaluation of the candidate's level of competency based on input from the candidate and the site fieldwork supervisor after reviewing the contents of the candidate's documentation (submitted to Taskstream) and Reflective Dialogues.

4.0 Implementation of California Administrator Performance Assessment (CalAPA)

CalAPA Requirements

The CalAPA is structured around three full leadership cycles with each of the three (3) cycles containing four (4) distinct components: *Investigate, Plan, Act* and *Reflect*. In each of these four (4) steps, candidates must provide evidence of leadership practice according to specific requirements within the respective cycle. Acceptable evidence may be in a variety of forms, including video recordings and written narrative. Each of the major components of the three (3) cycles are supported in PLNU coursework in order to prepare candidates to address the CalAPAs.

Fieldwork in GEL6003, GEL6006, and GEL6007

Appropriate preparation activities are infused into these three (3) courses to support student progress on the three cycles of the CalAPA. These course assignments consist of readings, writing projects, or group activities - all designed to develop appropriate skills within candidates related to both the CAPEs and CalAPA. Additionally, candidates are supported in each of the four (4) steps of the CalAPAs. The specific CalAPA assessments are assigned as fieldwork within GEL6003-F (Cycle 3), GEL6006-F (Cycle 2), and GEL6007-F (Cycle 1), as appropriate to the content of the course. Outside of the CalAPA activities, no additional fieldwork is required as part of the coursework for these three (3) courses. Upon completion of each cycle, 1 Form B and 4 form C's are required to reflect the 4 steps of

the CalAPA after each course for that particular cycle submitted in Taskstream to the University Supervisor.

Role of the course professor in CalAPA

The professors of GEL6003, 6006 and 6007 will present material and support candidates in each of the CAPEs associated with the respective course. Each course is aligned to specific CAPEs, as well as university-approved Candidate Learning Outcomes. Additionally, a portion of the classroom instruction and course assignments will be focused on introducing the various components of the CalAPAs.

The only credit that can be earned in coursework for completion of the CalAPA is for completing submission of the assessment to the CTC in a timely manner. Each CalAPA project must be submitted to the CTC through Pearson within the time period in which the related course is offered.

Role of the fieldwork supervisor in CalAPA

Fieldwork supervisors must operate under the same restrictions as course professors. Still, supervisors will play a significant role in supporting student work on the CalAPA as follows:
- Providing and discussing support documents such as CalAPA Acceptable Support
- Referring candidates to the definitions and clarifications of key terms contained in the CalAPA assessment materials
- Reviewing examples of effective school leadership (e.g., planning documents, data analyses, facilitation, instructional feedback) using CalAPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses
- Recommending and/or providing specific assistance to the address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, facilitation, using data to inform planning, coaching teachers)
- Explaining scoring rubrics by using them in formative exercises or assignments
- Linking content and experiences from the preparation program to the CAPEs as measured by the CalAPA cycles and rubrics
- Providing a schedule/timeline for completion of the CalAPA
- Conducting "Check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions
- Paraphrasing or answering candidate questions about the content of leadership cycles, rubrics, directions (including templates), or support documents such as the CalAPA assessment materials

- Probing candidates to self-assess draft responses or video recordings against the CalAPA rubrics without providing direct edits to responses or specific answers to CalAPA prompts
- Answering common questions about the CalAPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalAPA while maintaining the original work of each candidate
- Providing references to relevant articles or selections of a text to address questions about effective leadership strategies
- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalAPA

Requirements of the PLNU candidate in CalAPAs

All MA/MS PASC students enrolled in GEL6003, GEL6006, and GEL6007 must complete coursework and fieldwork assignments related to the three (3) cycles of the CalAPA.

All APA assignments must be completed and submitted to the course instructor, the fieldwork supervisor, and the CTC through Pearson (if applicable) within the Quad or Semester in which the respective course is offered.

5.0   Guidelines for Fieldwork Experiences

In order to qualify for the Preliminary Administrative Services Credential, the candidate must verify knowledge and skills in the six (6) CAPEs.

MA/MS PASC Candidates must have satisfactorily completed all the courses in the program, as well as completed the fieldwork experiences within each quad as required.

The candidate, in collaboration with the site fieldwork supervisor and the university fieldwork supervisor, is responsible for selecting field experiences which, when completed, will testify to the acquisition of knowledge and skills required for successful school administration.

Fieldwork Experiences Integrated into Coursework

GEL6003 - Instructional Leadership (CYCLE 3)
Must be completed during enrollment in GEL6003:
MA/MS PASC candidates must complete and submit each of the four (4) components of the CalAPA Cycle 3 associated with this course to the course professor, to the fieldwork supervisor through Taskstream, and to Pearson (if applicable). Scoring for successful submission to Pearson will only be scored on a "Credit/No Credit" basis as part of fieldwork for this course. A letter grade will be submitted for the course by the instructor.

- 6003-1 Complete and submit the *Investigate* activity for the CalAPA cycle related to this course (Add a summary of this completed activity to *Form B for GEL6003, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).
- 6003-2 Complete and submit the *Plan* activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to *Form B for GEL6003, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).
- 6003-3 Complete and submit the *Act* activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to *Form B for GEL6003, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).
- 6003-4 Complete and submit the *Reflect* activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to *Form B for GEL6003, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).

*Form B is added to at the end of each course and submitted in Taskstream to the University Supervisor. Form B is the document that will accrue after completion of each course. Form C is a separate form completed for each of the 4 fieldwork for each class and each submitted in the corresponding spot in Taskstream to the University Supervisor as well.

GEL6004 - Equitable and Socially Just School Communities
Must be completed during enrollment in GEL6004:
See Course Syllabus: Two fieldwork activities are assigned in class and two are chosen by the candidate from the Discretionary List (D) for a total of four fieldwork activities.

- 6004 - 1 Research a current national or regional educational topic/issue and identify the equity, cultural and or social issues that impact how a school may have to change to meet the current expectation, policy, and/or court decisions.
- 6004 - 2 Develop an action plan with goals, activities and a timeline for strengthening parental involvement and parent education on their campus. Using district and school resources (SARC, Single Plan for Student Achievement, Strategic Plan) and demographic data, the candidate will identify barriers and opportunities

for enhancing parent involvement at the school for the following groups: PTA, ELAC, SSC, Special Needs, GATE or other identified school groups or committees. Candidates will include district, community and family resources that support parental involvement for increasing student achievement. Scholarly research on best practices regarding successful parent involvement strategies should be used for citations.
- 6004 - 3 Choose from the Discretionary (D) List approved by University Supervisor and Site Supervisor
- 6004 - 4 Choose from the Discretionary (D) List approved by University Supervisor and Site Supervisor

GEL6005 - Organizational and Systems Leadership
Must be completed during enrollment in GEL6005:

See Course Syllabus: Two fieldwork activities are assigned in class and two are chosen by the candidate from the Discretionary List (D) for a total of four fieldwork activities.
- 6005 - 1 Research all funds that come to your school via ALL budget codes. Write a description of the purpose for each budget source, the restrictions for that source of funds, who has access to those funds, how the use of those funds supports LCAP, and how accountability for use is managed. Prepare a report using the template provided.
- 6005 - 2 Research three different issues at your school site which have occurred over the past three years related to student rights, free speech, harassment, due process, students with disabilities, English learners or mandated reporting. Identify the Education Code Section and District Policies related to those issues. One page per issue.
- 6005 - 3 Choose from the Discretionary (D) List approved by University Supervisor and Site Supervisor
- 6005 - 4 Choose from the Discretionary (D) List approved by University Supervisor and Site Supervisor

GEL6006 - School Improvement Leadership (CYCLE 1)
Must be completed during enrollment in GEL6006:
MA/MS PASC candidates must complete and submit each of the four (4) components of the CalAPA Cycle 1 associated with this course to the course professor, to the fieldwork supervisor, and to Pearson (if applicable). Scoring for successful submission to Pearson will only be scored on a "Credit/No Credit" basis as part of fieldwork for this course.   A letter grade will be submitted for the course by the instructor.

- 6006-1 Complete and submit the ***Investigate*** activity for the CalAPA cycle related to this course (Add a summary of this completed activity to *Form B for GEL6006, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).

- 6006-2 Complete and submit the **Plan** activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to *Form B for GEL6006, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).
- 6006-3 Complete and submit the **Act** activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to *Form B for GEL6006, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).
- 6006-4 Complete and submit the **Reflect** activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to *Form B for GEL6006, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).

Form B is added to at the end of each course and submitted in Taskstream to the University Supervisor. Form B is the document that will accrue after completion of each course. Form C is a separate form completed for each of the 4 fieldwork for each class and each submitted in the corresponding spot in Taskstream to the University Supervisor as well.

GEL6007 - Professional Growth and Learning Leadership (CYCLE 2)
Must be completed during enrollment in GEL6007:

MA/MS PASC candidates must complete and submit each of the four (4) components of the CalAPA Cycle 2 associated with this course to the course professor, to the fieldwork supervisor, and to Pearson (if applicable). Scoring for successful submission to Pearson will only be scored on a "Credit/No Credit" basis as part of fieldwork for this course. A letter grade will be submitted for the course by the instructor.

- 6007-1 Complete and submit the **Investigate** activity for the CalAPA cycle related to this course (Add a summary of this completed activity to *Form B for GEL6007, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).
- 6007-2 Complete and submit the **Plan** activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to *Form B for GEL6007, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).
- 6007-3 Complete and submit the **Act** activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to *Form B for GEL6007, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).
- 6007-4 Complete and submit the **Reflect** activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to *Form B for GEL6007, and complete a Form C for this step to be submitted in Taskstream to your University Supervisor).

Form B is added to at the end of each course and submitted in Taskstream to the University Supervisor. Form B is the document that will accrue after completion of each course. Form C is a separate form completed for each of the 4 fieldwork for each class and each submitted in the corresponding spot in Taskstream to the University Supervisor as well.

GEL6008 - Ethical and Visionary Leadership
Must be completed during enrollment in GEL6008:

See Course Syllabus: Two fieldwork activities are assigned in class and two are chosen by the candidate from the Discretionary List (D) for a total of four fieldwork activities.

- 6008 - 1 Complete a mission and a vision statement, including their leadership values for an exemplary school of the future. Candidates should ensure that their vision is inclusive of the needs of all students (students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins) and address the impact of diversity to create a culture of inclusiveness and high expectations in a standards-based educational system and in the school-wide programs, plans an activity necessary to enact the vision. Identify barriers to accomplishing that vision and then create a realistic action plan to address those barriers and to implement the vision through the leveraging and marshaling of necessary resources.
- 6008 - 2 Develop a personal and professional ethics and leadership platform. They will describe their leadership style(s) and reflect on how their ethics and values impact their leadership style(s)
- 6008 - 3 Choose from the Discretionary (D) List approved by University Supervisor and Site Supervisor
- 6008 - 4 Choose from the Discretionary (D) List approved by University Supervisor and Site Supervisor

Professional Improvement Plan

The goal of the Point Loma Nazarene University School of Education faculty is to provide the most qualified possible candidates. The fieldwork is an essential part of the program. Sometimes a candidate struggles and needs extra support and specific help to improve. PLNU has established the following policy for situations in which a candidate is struggling. Since PLNU is committed to maintaining quality standards throughout its MA/MS PASC preparation program, the faculty and staff have established procedures to identify and assist a candidate who is not meeting with success.

Site Intervention Action Plan
If a Site Supervisor is experiencing any sort of difficulty with a candidate, the Site Supervisor should *immediately* share his/her concerns with the University Supervisor. The

first level of intervention is implemented within the assigned site of fieldwork. This site intervention requires a written action plan (with a designated time for the intervention) and plans for providing extra support. The action plan specifically identifies the area(s) of concern and the methods for collecting performance evidence during the planned intervention. The action plan will be signed by the Candidate, the Site Supervisor and the University Supervisor. A copy of the action plan will be placed in the Candidate's PLNU file.

Extra Support

A plan for providing extra support for the Candidate during a site intervention may include but is not limited to:
- the Candidate's written evidence of thorough and careful planning related to improvement in the area(s) of concern,
- additional observations by and conferences with the University Supervisor,
- additional three-way conferences between the Site Supervisor, Candidate and University Supervisor
- reviewing of and reflection of performance evidence collected by Site Supervisor and University Supervisor.

After conferring with the Site Supervisor and other appropriate administrative personnel at the site and the Program Director at the School of Education, the University Supervisor will:
- meet with the Candidate and Site Supervisor to identify and discuss the area(s) of concern,
- establish an action plan and a designated time in which to remediate identified areas.
- delineate the method of monitoring by the Site Supervisor and University Supervisor, and
- review the written action plan with the Site Supervisor and the Candidate and obtain their signature.

If it is in the best interest of the Candidate and Site Supervisor to seek another placement, that should be communicated to the Higher Education Program Director as soon as possible.

Master List of Discretionary Fieldwork Activities (D List)
(GEL6004, GEL6005, and GEL6008)

In the non-APA courses, students choose two of the four required fieldwork activities. With approval of the university supervisor and the site supervisor, MA/MS PASC candidates may choose two fieldwork activities from the list below for <u>each non-APA course</u>. The final two fieldwork activities in each course are listed in the syllabus and are required.

Must be completed during course enrollment.

D-1 With one or more colleagues at your site, provide a presentation to your staff regarding current best teaching practices from any content area. Develop a plan to include these best practices, assessment requirements and options, communication models, a monitoring and evaluation plan.

D-2 Working with teachers at your school, develop an action research project to improve learning for a group of students utilizing real school data.

D-3 Create a multiple-media presentation for your faculty demonstrating a Common Core area of study aligned to your district and/or state adopted textbooks and materials.

D-4 Collect and analyze the latest student achievement data for one segment of your school population (students with exceptionalities or of a different ethnic/racial/gender/sexual orientation/religion/language/socio economic status or regional geographic origin.) Identify, based on the data, the needs of this particular segment of the school population. In your presentation to staff, explain the data and what steps need to be taken to increase the support and expectations for this portion of the student body.

D-5 Choose a mathematics or an English/language arts released test item from the CAASPP for a grade level at your site. Identify the CCSS standard it is assessing and analyze the skills and concepts a student would need to know to answer this question. Share your analysis with your grade level/PLC/department and determine if instruction is leading students to be able to adequately answer the question. If not, why not?

D-6 Choose a mathematics or English/language arts released test item from the CAASPP for a grade level at your site. Using your district's adopted instructional materials, identify the materials available to teach that concept to the rigor of the exam question. If lacking, what free supplemental materials are available via the Internet? Share your findings in both areas with your grade level/PLC/department.

D-7 Interview your school principal to determine all school intervention programs available to students. Align those strategies to your tiered approach to interventions. Identify how

each of those interventions is evaluated to determine the effectiveness of those interventions and the continued use of those expenditures from the site budget.

D-8 Assist or participate in planning the master calendar for instructional improvement for an entire year.

D-9 Utilize multiple measures to determine the progress of student learning for all groups at your school site. Prepare a multimedia presentation for the school outlining your findings.

D-10 Research and collect multiple technology/data reports available to your school which enable you to close the achievement gap. Bring to class to discuss and write up as a fieldwork experience.

D-11 Research how PBIS programs are incorporated into your school site procedures and activities. Prepare a narrative outlining the programs, the degree of implementation and the success of each.

D-12 Identify communication tools used at your site/district and determine the degree to which each provides for feedback from parents and the community.

D-13 Identify professional development priorities for a department or an entire school and determine how to align financial resources to meet professional development needs.

D-14 Reviewing your school assessment data, determine what organizational structures need to be in place to ensure adequate support for student learning for all.

D-15 Assist the vice-principal/assistant principal or testing coordinator in supervision, distribution, and operation of a testing program.

D-16 Assist in the preparation and/or the review of the Single Plan for Student Achievement (SPSA) or Western Association of Schools and Colleges (WASC) plan.

D-17 Develop a detailed year-long plan for the orientation of new teachers and new support staff to your school. Include a budget for implementing your plans.

D-18 Identify elements for building a professional learning community (PLC). Compare your findings with the nature of professional development at your site and make appropriate suggestions to your site supervisor.

D-19 Working with your department or grade level, provide a professional development activity that would enhance the instructional skills of the faculty and improve student learning.

D-20 Identify professional development priorities for a department or an entire school and determine how to align financial resources to meet professional development needs.

D-21 Identify two possible human relation challenges at your site. Develop approaches, through professional learning and growth to address these challenges.

D-22 Other assignments approved by the university fieldwork supervisor.

School of Education

MA/MS PASC Program Candidate Handbook

Acknowledgement of Receipt 2023-2024

I have reviewed the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the Master of Arts and Master of Science in Educational Administration (MA/MS)/Preliminary Administrative Services Credential (PASC) program in the School of Education.

I agree to adhere to the School of Education's policies and procedures and will refer to them throughout the entire period I am a candidate in the MA/MA PASC program in the School of Education at Point Loma Nazarene University.

I acknowledge that I must confer with my advisor prior to making any changes to my original advising plan.

_____

Signature of MA/MS PASC Candidate

_____

Print Candidate Name

_____

Date

*This form will be retained in the candidate's file. Digital Link

Appendix A

POINT LOMA
NAZARENE UNIVERSITY

FORM A
MA/MS PASC Candidate
Approval to Begin Fieldwork

Name: _____   Phone: _____

Address: _____ City:_____ Zip:_____

Email Address: _____

Present Position: _____   District: _____

School Name and Address: _____

School Phone: _____

Signature of Candidate: _____   Date: _____

To be Completed by the Site Fieldwork Supervisor

In my judgment, the MA/MS PASC candidate has the potential for being a successful school administrator and I give my permission for them to engage in a fieldwork and practicum program under my supervision.

I agree to mentor, coach, and meet regularly with the candidate regarding the fieldwork experiences. I agree to meet with the candidate and the university fieldwork supervisor (triad meetings) at least three times during the course of the program to give feedback to the candidate.

Name (please print)_____Title_____
                    (Principal, Department Administrator, or designee)
Signature_____District_____
Name of School or Department_____
Address_____

Phone_____ Extension_____ Email_____

Appendix A1

POINT 19 🏛 02 LOMA
NAZARENE UNIVERSITY

FORM A1
MA/MS PASC
Site Mentor Agreement

1. Name of Site Mentor: _____

2. Position: _____

3. School/Department: _____

4. District: _____

5. Years of Administrative Experience:

   _____ Elementary _____ Secondary _____ District Office

6. Qualifications (including possession of a Clear Administrative Services Credential)

Vitae Attached: _____

During your work with the candidate, you will be asked to:

- Review the candidate's self-assessment and assist the candidate in developing their Individual Induction Plan focused on needs and interests.
- Serve as a support for the credential candidate.
- Facilitate professional development for the candidate.
- Help the candidate establish professional connections and develop their career.
- Meet regularly with the candidate to provide feedback on their progress toward achieving identified goals.
- Provide moral support.
- Interact with the candidate with humor, flexibility and generosity.
- Provide guidance, counsel and advice.
- Work collaboratively with the university supervisor.
- Participate in the culminating exhibition during which the candidate presents evidence of having successfully met the credential requirements.

Please sign below to acknowledge your willingness to assume these responsibilities.

_____   _____

Signature of Site Mentor   Date

Appendix A2

POINT ₁₉ ⊞ ₀₂ LOMA
NAZARENE UNIVERSITY

Preliminary Administrative Credential Program

1. Handbook Receipt

   Submit to soeforms@pointloma.edu, required for registration

2. Form Appendix A

   Submit to soeforms@pointloma.edu, required for acceptance

3. Form Appendix A1

   Submit to soeforms@pointloma.edu, required for acceptance

4. Site Mentor Resume

   Submit to soeforms@pointloma.edu, required for acceptance

5. Employment Verification Letter

   Submit to soeforms@pointloma.edu, required for acceptance

6. FERPA Training

   Submit to soeforms@pointloma.edu, required for registration

7. Taskstream Account (fee assessed through tuition)

   See email (sent the week prior to quad start) from soeassessment@pointloma.edu for set-up instructions

Appendix B

POINT 19🏛02 LOMA
NAZARENE UNIVERSITY

FORM B

MA/MS PASC Fieldwork Experience Outline
Upload this document to Taskstream including the signed Signature Page. Digital Link.
(Post all narratives for each standard on Taskstream for your four activities for each standard.)

Course	MA/MS PASC Mandatory Fieldwork
GEL6003 Instructional Leadership	
6003 - 1	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 3. Activity: School Site/Grade Level: Completion Target Date:
6003 - 2	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 3. Activity: School Site/Grade Level: Completion Target Date:
6003 - 3	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 3. Activity: School Site/Grade Level: Completion Target Date:
6003 - 4	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 3. Activity: School Site/Grade Level: Completion Target Date:
GEL6004 Equitable and Socially Just School Communities	
6004 - 1	**Fieldwork Experience:** Research a current national or regional educational topic/issue and identify the equity, cultural and or social issues that impact how a school may have to change to meet the current expectation, policy, and/or court decisions.

	Activity: School Site/Grade Level: Completion Target Date:
6004 - 2	**Fieldwork Experience:** Develop an action plan with goals, activities and a timeline for strengthening parental involvement and parent education on their campus. Using district and school resources (SARC, Single Plan for Student Achievement, Strategic Plan) and demographic data, the candidate will identify barriers and opportunities for enhancing parent involvement at the school for the following groups: PTA, ELAC, SSC, Special Needs, GATE or other identified school groups or committees. Candidates will include district, community and family resources that support parental involvement for increasing student achievement. Scholarly research on best practices regarding successful parent involvement strategies should be used for citations. Activity: School Site/Grade Level: Completion Target Date:
Discretionary Fieldwork Selections	
6004 - 3	**Fieldwork Experience:** Activity: School Site/Grade Level: Completion Target Date:
6004 - 4	**Fieldwork Experience:** Activity: School Site/Grade Level: Completion Target Date:
GEL6005 Organizational and Systems and Leadership	
6005 - 1	**Fieldwork Experience:** Research all funds that come to your school via ALL budget codes. Write a description of the purpose for each budget source, the restrictions for that source of funds, who has access to those funds, how the use of those funds supports LCAP, and how accountability for use is managed. Prepare a report using the template provided. Activity: School Site/Grade Level: Completion Target Date:
6005 - 2	**Fieldwork Experience:** Research three different issues at your school site which have occurred over the past three years related to student rights, free speech, harassment, due process, students with disabilities, English learners or mandated reporting. Identify the Education Code Section and District Policies related to those issues. One page per issue.

	Activity:
	School Site/Grade Level:
	Completion Target Date:
Discretionary Fieldwork Selections	
6005 - 3	**Fieldwork Experience:**
	Activity:
	School Site/Grade Level:
	Completion Target Date:
6005 - 4	**Fieldwork Experience:**
	Activity:
	School Site/Grade Level:
	Completion Target Date:
GEL6006 School Improvement Leadership	
6006 - 1	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 2.
	Activity:
	School Site/Grade Level:
	Completion Target Date:
6006 - 2	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 2.
	Activity:
	School Site/Grade Level:
	Completion Target Date:
6006 - 3	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 2.
	Activity:
	School Site/Grade Level:
	Completion Target Date:

6006 - 4	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. Activity: School Site/Grade Level: Completion Target Date:

GEL6007 Professional Learning and Growth Leadership

6007 - 1	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 1. Activity: School Site/Grade Level: Completion Target Date:
6007 - 2	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. Activity: School Site/Grade Level: Completion Target Date:
6007 - 3	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. Activity: School Site/Grade Level: Completion Target Date:
6007 - 4	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. Activity: School Site/Grade Level: Completion Target Date:

GEL6008 Ethical and Visionary Leadership

6008 - 1	**Fieldwork Experience:** Complete a mission and a vision statement, including their leadership values for an exemplary school of the future. Candidates should ensure that their vision is inclusive of the needs of all students (students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins) and address the impact of diversity to create a culture of inclusiveness and high expectations in a standards-based educational system and in the school-wide programs, plans activities necessary to enact the vision. Identify barriers to accomplishing that vision and then create a realistic action plan to address those barriers and to implement the vision through the leveraging and marshaling of necessary resources.

	Activity: School Site/Grade Level: Completion Target Date:
6008 - 2	**Fieldwork Experience:** Develop a personal and professional ethics and leadership platform. They will describe their leadership style(s) and reflect on how their ethics and values impact their leadership style(s) and the expectations they have for themselves and others. Activity: School Site/Grade Level: Completion Target Date:
	Discretionary Fieldwork Selections
6008 - 3	**Fieldwork Experience:** Activity: School Site/Grade Level: Completion Target Date:
6008 - 4	**Fieldwork Experience:** Activity: School Site/Grade Level: Completion Target Date:

Fieldwork Experience Outline Approvals

MA/MS PASC Candidate Signature:_____ Date:_____

University Supervisor:_____ Date:_____

Site Supervisor:_____ Date:_____

Dispositions and Indicators of Noble Character

Candidate: _____ Date: _____ Course: _____

Check one: ☐ Self-assessment ☐ Professor/University Supervisor ☐ Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator. Digital Link.

Indicator	Perf Level (1-4)	Behavioral Evidence to Look For:
1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service, demonstrating coherence in attitudes and actions.		☐ Treats all students and adults equally with civility and grace. ☐ Retains a non-judgmental demeanor. ☐ Displays professionalism in dress, posture and attitude. ☐ Committed to social justice, equity, and cultural competency. ☐ Consistent in words and actions. ☐ Practices forgiveness and love for one another. ☐ Follows through with commitments.
2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve their potential.		☐ Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. ☐ Openly considers the contributions of diverse learners. ☐ Proactive rather than reactive with classmates, educators, parents, staff and students. ☐ Employs healthy conflict resolution skills in one-on-one and group situations. ☐ Assists in resolving conflict and promotes acceptance of one another. ☐ Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.		☐ Articulates and models his/her calling to the profession.. ☐ Understands personal strengths and demonstrates consistent performance in given activities. ☐ Takes responsibility for his/her own learning. ☐ Develops and monitors a plan that balances personal and professional growth.

		☐ Looks at an incident/activity to analyze what works and targets areas for improvement. ☐ Asks questions, seeks support and guidance. ☐ Uses journals or reflections to record thinking and improve practice.
4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.		☐ Enthusiastic, energetic, prepared, constantly reflecting and improving. ☐ Seeks feedback from other professionals with a positive spirit. ☐ Willingly participates in the school community activities outside of the classroom. ☐ Remains involved in the planning and innovation necessary of professionals. ☐ Holds high expectations for all, and scaffolds learning when assignments are challenging. ☐ Remains aware of all the profession requires and makes changes to own practice.

RUBRICS FOR PERFORMANCE LEVEL

4 - **Exceptional** - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.
3.5 - **Advanced** - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.
3 - **Appropriate** - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.
2.5 - **Improvement Needed** - Lack of this indicator has been evident to peers or teachers. Demonstrates the ability to accept feedback, reflect and improve.
2 - **Area of Concern** - Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.
1 - **Inappropriate** - Demonstrates indicator infrequently if at all. No indication of desire to improve.

To be submitted to Taskstream by the candidate for each fieldwork experience.

Appendix C

POINT LOMA NAZARENE UNIVERSITY

FORM C
MA/MS PASC
Fieldwork Experience Narrative Template

Directions: This template serves as a guide to submitting narratives/reflections.
Each row presents information to submit in Taskstream.

Candidate Name	
Course	
Experience	
Activity/Date	
Objective	
Participants	
Location/Level	
Demographic Make-up of Site	
Describe the process and result of this activity	
Reflect on what you learned as an aspiring administrator	
Documentation	

Appendix C-ALT

POINT 1902 LOMA
NAZARENE UNIVERSITY

FORM C-Alt
MA/MS PASC
Coaching Conversation/Dialogue Summary
Fieldwork Assignments
To be submitted in Taskstream by the candidate for each fieldwork experience.

Students may be asked to complete this form in preparation for the Reflective Dialogue with the University Fieldwork Supervisor (as an alternative to Form C). Students will then attach this completed form along with supporting evidence on the Taskstream Fieldwork Assignment.

MA/MS PASC Student Name:

Quad:

Activity Number and description:

CAPEs:

Summary of activity:

What did the candidate do?

What did the candidate learn in the process?

Submitted to the candidate by:_____

Date:_____

****

<u>Questions to be address by the candidate during the interview with the University Supervisor:</u>

How does the completion of the activity broaden the candidate's perspective as a leader?

How is the candidate developing their reflective practices?

Coaching question stems:
- What did you think went well?
- What would you do differently?
- What formal feedback did you receive, if any?
- How have you grown from the experience?
- How has this activity deepened your understanding of the expectations of school leadership?
- Compare or contrast this experience to previous fieldwork activities?
- What previous learning/insight did you draw upon in developing/facilitating this one?

California Administrator Performance Standards
(CAPE) Standards, Elements, and Example Indicators

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

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

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

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

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

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

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

STANDARD 2: INSTRUCTIONAL LEADERSHIP
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

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

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

Element 2B: Promoting Effective Curriculum, Instruction, and Assessment
New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:
> 2B-1 Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals.
> 2B-2 Establish and maintain high learning expectations for all students.
> 2B-3 Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.
> 2B-4 Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.

Element 2C: Supporting Teachers to Improve Practice
New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:
> 2C-1 Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
> 2C-2 Use state-adopted professional standards (e.g., CAPE, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.
> 2C-3 Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.

Element 2D: Feedback on Instruction
New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:
> 2D-1 Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices.
> 2D-2 Use the principles of reflective collegial feedback to guide instructional improvement.

2D-3 Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT
Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Resource Management
New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:

3A-1 Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.

3A-2 Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.

3A-3 Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.

3A-4 Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.

Element 3B: Managing Organizational Systems and Human Resources
New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:

3B-1 Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.

3B-2 Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.

3B-3 Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.

Element 3C: School Climate
New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:

> 3C-1 Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
> 3C-2 Recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.
> 3C-3 Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.

Element 3D: Managing the School Budget and Personnel
New administrators know how effective management of staff and the school's budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:

> 3D-1 Observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.
> 3D-2 Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
> 3D-3 Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.
> 3D-4 Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.
> 3D-5 Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.
> 3D-6 Use various technologies related to financial management and business procedures.
> 3D-7 Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures, including financial record keeping and accounting.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement
New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:

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

Element 4B: Community Involvement
New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:

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

STANDARD 5: ETHICS AND INTEGRITY
Education leaders make decisions, model, and behave in ways that demonstrate

professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice

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

Example Indicators:
> 5A-1 Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.
> 5A-2 Use a professional learning plan to focus on personal and professional growth in order to achieve the school's vision and goals.
> 5A-3 Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
> 5A-4 Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.

Element 5B: Ethical Decision-Making

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

Example Indicators:
> 5B-1 Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
> 5B-2 Guide staff in examining issues that may affect accomplishment of the school's vision, mission, and goals, including issues that may be related to race, diversity, and access.
> 5B-3 Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence based best practices to identify and address actual and anticipated challenges that can negatively affect student success.

Element 5C: Ethical Action

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

Example Indicators:

> 5C-1 Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
> 5C-2 Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.
> 5C-3 Use personal and professional ethics as a foundation for communicating the rationale for their actions.

STANDARD 6: EXTERNAL CONTEXT AND POLICY
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy
New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:

> 6A-1 Recognize that any school is part of a larger district, state, and federal context that is influenced by political, social, economic, legal, and cultural factors.
> 6A-2 Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.
> 6A-3 Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.
> 6A-4 Operate within legal parameters at all levels of the education system.

Element 6B: Representing and Promoting School
New administrators understand that they are a spokesperson for the school's accomplishments and needs. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:

> 6B-1 Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
> 6B-2 Provide the public with a clear picture of what the school's mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being.

6B-3 Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.
6B-4 Involve stakeholders in helping address the school's challenges as well as sharing in its successes.

Appendix D

POINT ₁₉ LOMA ₀₂
NAZARENE UNIVERSITY

MA/MS Preliminary Administrative Services Credential
Program Completion and Recommendation to
Apply for Certificate of Completion
Completed by Program Director

MA/MS PASC Candidate: _____

ID Number: _____   Quad/Year of Completion: _____

Date of Review: _____   Fieldwork Supervisor: _____

<u>Yes or No</u>

1. Course Completion (maintain 3.0 GPA)   _____

2. Successful completion of all 24 Fieldwork Activities   _____

3. Average score of 80% or higher on Signature Assessments*   _____

4. Completed End of Program Exit Survey*   _____

5. Dispositions of Noble Character*   _____

6. CalAPA 3 Cycle Requirement Met (Required after SP20)*   _____

MA/MS PASC Candidate: _____

Program Director: _____
                     Signature   Date

All documents must be submitted to, and evaluated in Taskstream before this document is submitted to the Credential Analyst.