



School of Education



**Master of Arts / Master of Science in  
Educational Administration**  
Preliminary Administrative Services Credential

**2025-2026  
School of Education  
Point Loma Nazarene University**

## Table of Contents

<b>Purpose of the School of Education Educational Administration Handbook.....</b>	<b>4</b>
<b>Vision/Mission.....</b>	<b>5</b>
University Mission Statement.....	5
School of Education Mission Statement.....	5
School of Education Vision.....	5
Program Philosophy.....	5
Spiritual Goals for Graduate Programs.....	6
<b>General and Progression Policies.....</b>	<b>8</b>
Candidate Policies.....	8
Fieldwork and APA requirements.....	8
Grades.....	8
Artificial Intelligence (AI) Policy.....	8
Registration.....	8
Late Work Policy.....	9
Program Gates.....	10
Gate 1: Completion of Initial Coursework and Completion of Appendix A-2.....	10
Gate 2: Completion of Additional Coursework, Advancement Criteria, and Full Completion of Appendix A-2.....	11
Admission to the University/Program Admissions Requirements.....	11
<b>Course Sequence and Program Design.....</b>	<b>13</b>
Courses Required for the Preliminary Administrative Services Credential.....	13
Courses Required for MA/MS Educational Administration.....	13
<b>Administrator Performance Assessments.....</b>	<b>14</b>
Failure to Pass the APA.....	14
Signature Assessments.....	15
SOE's Assessment System.....	15
<b>Administrative Interns.....</b>	<b>15</b>
<b>Credentialing Policies.....</b>	<b>16</b>
Requirements for Credential.....	16
<b>Dispositions and Indicators of Noble Character.....</b>	<b>16</b>
Dispositions and Indicators of Noble Character Form.....	17
<b>Requirements for Degree Posting.....</b>	<b>18</b>
<b>Withdrawal and Readmission Procedures.....</b>	<b>19</b>
Withdrawal from the University.....	19
Leave of Absence.....	19

Administrative Withdrawal.....	20
Readmission to the MA/MS Educational Administration (PASC) Program.....	20
<b>Grievance Policy.....</b>	<b>20</b>
Uniform Complaint Procedure.....	20
<b>School of Education Fees in the MA/MS and PASC Program.....</b>	<b>22</b>
<b>California Administrator Performance Standards.....</b>	<b>23</b>
Standard 1: Development and Implementation of a Shared Vision.....	23
Standard 2: Instructional Leadership.....	24
Standard 3: Management and Learning Environment.....	26
Standard 4: Family and Community Engagement.....	27
Standard 5: Ethics and Integrity.....	28
Standard 6: External Context and Policy.....	30
<b>Program Completion and Recommendation.....</b>	<b>32</b>
<b>Acknowledgement of Receipt 2025-2026*.....</b>	<b>33</b>
<b>Appendices/Forms.....</b>	<b>34</b>
Appendix A.....	35
Appendix A1.....	36
<b>Appendix A2.....</b>	<b>37</b>
<b>Appendix B.....</b>	<b>38</b>
Appendix B1.....	44
Appendix C.....	46
Appendix C-ALT.....	47
Appendix C2.....	49
Appendix D.....	57

## Purpose of the School of Education Educational Administration Handbook

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

The educational administration 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

The 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.

### Program Philosophy

The PLNU MA/MS Educational Administration 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**

1. 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.

2. To provide regular opportunities for spiritual nurture and growth for both students and faculty.
3. To integrate within each academic program (where appropriate) curricular activities and assignments that emphasize and reinforce Christian values and our Wesleyan heritage.
4. To provide both counsel in times of crisis and ongoing spiritual support.
5. 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](http://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. PLNU candidates 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 district 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 student success advisor either in person, by telephone, by zoom, or by e-mail to discuss any changes to their academic schedule.**

### Artificial Intelligence (AI) Policy

Candidates are encouraged to explore the use of Artificial Intelligence (AI) tools—such as ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, and others—to generate ideas, support research, and deepen their learning and reflection on best practices. These tools can be helpful in the learning process; however, they may not be used to generate final content (text, video, audio, images) that is submitted for grading in this course.

Each instructor may have a different approach to the use of AI in their class. Candidates should review the syllabus and reach out to their instructor directly for specific guidance. If the candidate is ever uncertain about how or when to use AI tools appropriately, it is their responsibility to seek clarification and permission from their instructor.

### Registration



The deadline for candidates to register for SOE courses is the Sunday before the start of the first week of a quad and/or semester. Exceptions to this deadline will only be considered if candidates have extenuating circumstances beyond their control. If a candidate registers for a course(s) past this deadline, they will be administratively withdrawn from the course(s).

Candidates who do not submit their fieldwork pre-requisite documents by the published prerequisite deadlines will be de-enrolled from their fieldwork course(s) and unable to proceed into fieldwork. Candidates who submit their fieldwork prerequisite documents by the published deadlines but fail to enroll in their fieldwork course(s) by the same deadline will be unable to proceed into fieldwork.

If a candidate fails or receives no credit for a concurrent course (fieldwork or on-fieldwork), both courses will reflect as failed; a grade of no credit will be given and the candidate will need to retake the coursework when next offered.

## **Late Work Policy**

The School of Education believes educators must be persons of noble character. Becoming a professional means taking responsibility for your own learning and following through with commitments.

For full credit, all assignments are to be submitted when they are due as posted in Canvas. Assignments submitted from 1-3 days late without an approved extension are assessed a 30% late penalty. Assignments will not be accepted beyond a 72 hour deadline.

SOE instructors expect proactive communication at all times. Below is the process for requesting an extension on an assignment due date.

### **General Policies:**

- Requests should be made via email well before the assignment deadline.
- Requests made more than 3 days after an assignment due date will only be considered if you were unable to communicate during that time.
- Granting an extension and the amount of time given is at the discretion of the instructor.
- If you are given an extension, the work must be completed by the new assignment deadline with a comment referencing the approval of your extension.

### **Email (via your PLNU student email) requests for an extension should include:**

- Your name
- The course name and section
- The name of the assignment and module location
- The reason you are requesting an extension. Please be specific.
- The amount of additional time you need or when you anticipate being able to complete the work.
- Proof of the emergency preventing advance notice of the request, if you are requesting the extension more than three days after the assignment was due.

## **Acceptable Reasons to Request an Extension**

**Personal Medical Emergency:** a severe health event that you cannot anticipate.

- Examples include: hospitalization, diagnosis of a life altering condition, broken bone, concussion, COVID/flu diagnosis, a fever over 101 degrees, or severe illness that prevents you from doing daily tasks.
- This does not include routine medical appointments or procedures that were scheduled in advance. In those cases, you are expected to be proactive and complete the work before the due date.

**Mental Health Emergency:** a severe or life-threatening onset of mental health symptoms that results in you seeking professional treatment and prevents you from doing normal life tasks. If this occurs, please let your instructor know how they can best support you.

**Family Emergency:** a catastrophe occurring to an immediate or close family member or friend with a sudden or serious illness occurring; a death in the family.

**Housing Emergency:** an unexpected event that requires you to leave your house or prevents you from accessing your house during the time the assignment was due. This includes events such as a house or complex fire, flooding, evacuation orders, or police blocking access to your immediate neighborhood.

**Internet or Power Outage** lasting more than 1 hour and occurring during the time the assignment was due. Work must be completed & turned in within 8 hours of service being restored & proof of the outage must be submitted (screenshot of a notification from the provider, community outage report, etc.) for the extension to be granted.

## **Program Gates**

### **Gate 1: Completion of Initial 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.*

*Students are required to submit their CalAPA (California Administrator Performance Assessment) by the deadline specified. If the submission deadline falls after the conclusion of the academic quarter, students will have until that date to complete their fieldwork (FW) and submit it as part of that cycle.*

*It is imperative that students submit their CalAPA cycle at the first submission date after the end of the academic quarter. Failure to do so will result in a no credit designation for the fieldwork component.*

## 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.*

*Candidates are required to submit their California Administrator Performance Assessment (CalAPA) by the deadline specified. If the submission deadline falls after the conclusion of the academic quarter, candidates will have until that date to complete their fieldwork (FW) and submit it as part of that cycle.*

*It is imperative that candidates submit their CalAPA cycle at the first submission date after the end of the academic quarter. Failure to do so will result in a no-credit designation for the fieldwork component.*

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 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 Educational Administration (PASC) 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

All candidates for the PASC must complete the following:

### Courses for PASC

GEL6003: Instructional Leadership (Summer Quad 2)	(3 units)
GEL6004: Equitable and Socially Just School Communities (Fall Quad 1)	(3 units)
GEL6005: Organizational and Systems Leadership (Summer Quad 1)	(3 units)
GEL6006: School Improvement (Spring Quad 2)	(3 units)
GEL6007: Professional Learning and Growth Leadership (Fall Quad 2)	(3 units)
GEL6008: Ethical and Visionary Leadership (Spring Quad 1)	(3 units)

### Concurrent Fieldwork for PASC

GEL6003F: Fieldwork and Practicum for Instructional Leadership (CalAPA Cycle 3)
GEL6004F: Fieldwork and Practicum for Equitable and Socially Just Communities
GEL6005F: Fieldwork and Practicum for Organizational and Systems Leadership
GEL6006F: Fieldwork and Practicum for School Improvement Leadership (CalAPA Cycle 1)
GEL6007F: Fieldwork and Practicum for Professional Learning and Growth Leadership (CalAPA Cycle 2)
GEL6008F: Fieldwork and Practicum for Ethical and Visionary Leadership

## Courses Required for MA/MS Educational Administration

All candidates for the MA/MS must also complete the following:

GED6072: Philosophy of Education	(3 units)
GED6081: Educational Measurement and Evaluation	(3 units)
GED6094: Action Research (MA Candidates Only)	(3 units)
GED6095: Action Research Project and Presentation (MA Candidates Only)	(3 units)
GED6098: Master's Thesis Design (MS Candidates Only)	(3 units)
GED6099: Master's Thesis (MS Candidates Only)	(3 units)

The Master of Arts (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 Educational Administration (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, Cycle 2 is completed during GEL6007, and Cycle 3 is completed during GEL6003. Candidate fees for each cycle of the CalAPA are included in student fees. Therefore, candidates will not need to pay for the assessment, but will receive a voucher upon registration for each cycle.

For a complete description of the Cal APA, visit [https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML\\_FRAG/CalAPA\\_TestPage.html](https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html).

The following CalAPA cycles are paid for in a student's program start fees.

CalAPA Cycle	Embedded Course	Cost
Cycle 1	GEL6006 (SPQ2)	\$125
Cycle 2	GEL6007 (FAQ2)	\$150
Cycle 3	GEL6003 (SUQ2)	\$150

## 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 director 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 director 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 in the non-CalAPA courses. These assessments serve as a benchmark of candidate achievement, as well as a method for program evaluation and effectiveness.

## SOE's Assessment System

All MA/MS PASC candidates must maintain an active SOE assessment system account for the duration of their program in order to fulfill the requirements for courses, field experience, and to help the PLNU School of Education assess its programs. The subscription cost for SOE's assessment system 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 five (5) 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 or Associate Dean

More details regarding an administrative internship and the application may be found in the Administrative Intern handbook.

## Credentialing Policies

### Requirements for Credential

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

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

### Dispositions and Indicators of Noble Character

In alignment with its conceptual framework, the School of Education 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.

Candidates are expected to exhibit the Dispositions of Noble Character and abide by the Community Expectations of the university. Candidates who violate university and School of Education behavioral standards may be subject to responses ranging from a letter of caution placed in the candidate’s file to expulsion from the university, depending on the severity and history of the violation.

## Dispositions and Indicators of Noble Character Form

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:
<b>1. Honor</b> 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.		<input type="checkbox"/> Treats all students and adults equally with civility and grace. <input type="checkbox"/> Retains a non-judgemental demeanor <input type="checkbox"/> Displays professionalism in dress, posture, and attitude. <input type="checkbox"/> Committed to social justice, equity, and cultural competency. <input type="checkbox"/> Consistent in words and actions. <input type="checkbox"/> Practices forgiveness and love for one another. <input type="checkbox"/> Follows through with commitments.
<b>2. Spirit of Harmony and Collaboration</b> 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 ensures a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve their potential.		<input type="checkbox"/> Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. <input type="checkbox"/> Openly considers the contributions of diverse learners. <input type="checkbox"/> Proactive rather than reactive with classmates, educators, parents, staff, and students. <input type="checkbox"/> Employs healthy conflict resolution skills in one-on-one and group situations. <input type="checkbox"/> Assists in resolving conflict and promotes acceptance of one another. <input type="checkbox"/> Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
<b>3. Reflective Learner</b> 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		<input type="checkbox"/> Articulates and models his/her calling to the profession <input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities

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.		<input type="checkbox"/> Takes responsibility for this/her own learning <input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth <input type="checkbox"/> Looks at an incident/activity to analyze what works and targets areas for improvement <input type="checkbox"/> Asks questions, seeks support and guidance <input type="checkbox"/> Uses journals or reflections to record thinking and improve practice
<b>4. Professional and Positive Perseverance</b> 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.		<input type="checkbox"/> Enthusiastic, energetic, prepared, constantly reflecting and improving. <input type="checkbox"/> Seeks feedback from other professionals with a positive spirit. <input type="checkbox"/> Willingly participates in the school community activities outside of the classroom. <input type="checkbox"/> Remains involved in the planning and innovation necessary of professionals. <input type="checkbox"/> Holds high expectations for all, and scaffolds learning when assignments are challenging. <input type="checkbox"/> 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](http://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**

There are times when a candidate finds it necessary to withdraw from the university. In order to avoid being administratively withdrawn, courses and incompletes being converted to a failing grade, and financial payments going into default, candidates are required to notify the Office of Records and complete a Notice of Intent to Withdraw from the university. If withdrawal occurs while a candidate is registered for classes, candidates must follow the procedures listed below for withdrawing from a course.

### **Leave of Absence**

Currently enrolled full-time candidates, in good academic/conduct standing may apply for a one semester leave of absence from their program of study. A leave of absence is when a candidate is still enrolled in the university during their leave or time away from the university, and where the candidate does not need to reapply for admission into the university when they want to return to the university. The maximum leave of absence allowed is one academic term, not to exceed 180 days in any 12 month period. Candidates receiving financial aid will continue to be considered "in-school status" only for institutional aid. Candidates receiving federal or state financial aid will not be considered "in-school status" for Title IV loan repayment purposes.

Candidates who wish to submit a leave of absence form should obtain an application from their student success advisor, program director, or the Office of Records. The application must be signed by the university officers indicated, a length of leave proposed, and the application returned as indicated. Any courses proposed to be taken for credit during an approved leave of absence must have prior written approval. Upon return to campus, candidates must schedule an appointment with their student success advisor. Also upon return, candidates are subject to availability of course offerings and course sequencing.

The completed leave of absence form is filed either with the student success advisor or with the Office of Records. Failure to return to campus and resume coursework following the approved leave of absence period will result in an administrative withdrawal from the university as of the start date of the leave of absence. This withdrawal may also have financial aid implications, such as the expiration of a loan's grace period which may cause a student loan to immediately be in repayment, and may affect a candidate's eligibility for further financial aid.

- **Filing Dates:** Current candidates must file for a leave of absence by the end of the tenth week of the semester, for the following semester.
- **Notification Dates:** A decision regarding a leave of absence application will be communicated by the end of the last week of classes via university email.

## **Administrative Withdrawal**

Candidates who have not attended or enrolled in a course for one semester, are not currently completing coursework, and have not officially withdrawn, will be placed in an inactive status. Candidates who have been inactive for one year will be administratively withdrawn. Such withdrawal may have financial aid implications. Candidates with this status must submit a new application to the university and to their degree program.

## **Readmission to the MA/MS Educational Administration (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 the parties involved. Should candidates have further concerns, they should then appeal to the program director. 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 the PLNU catalog for further options.

## **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 complaint, 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 associate dean for advanced programs. All complaints related to University personnel other than associate deans or the dean or against individuals at partner school districts shall be submitted in writing to the dean of the School of Education or designee. If the complainant is unable to prepare the complaint in writing, a program assistant shall help them to do so. Complaints related to a program director 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).
3. When a written complaint is received, the employee shall be notified within five (5) days.
4. 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
5. The administrator responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
6. Both the complainant and the employee against whom the complaint was made may appeal a decision by the 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 look to the PLNU catalog for further instruction.

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	SOE's Assessment System	\$150	All candidates in the School of Education programs at PLNU will be enrolled in SOE's Assessment System and Student Financial Services has placed this fee on the candidate's account. Assessing the fee in this way allows the candidate to use financial aid to cover the cost of enrollment. The candidate pays this fee through university tuition.
GEL6003	Instructional Leadership	\$150	CalAPA Cycle 3 Voucher from Pearson
GEL6006	School Improvement	\$125	CalAPA Cycle 1 Voucher from Pearson
GEL6007	Professional Learning and Growth Leadership	\$150	CalAPA Cycle 2 Voucher from Pearson
GED6098*	Master's Thesis Design (MS only)	\$25	Required Institutional Review Board (IRB) Training

*\*If applicable*

## 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.



**MA/MS Preliminary Administrative Services Credential**

**Appendix D**

**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: \_\_\_\_\_

Yes or No

- |   |       |
|---|-------|
| 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. Fieldwork Completion Letter from University Supervisor   | _____ |
| 6. Dispositions of Noble Character*                         | _____ |
| 7. 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 SOE's assessment system before this document is submitted to the credential analyst.*





# School of Education

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## MA/MS Educational Administration (PASC) Candidate Handbook

### Acknowledgement of Receipt 2025-2026\*

I have reviewed the candidate handbook and accept and understand the mission of Point Loma Nazarene University and the Master of Arts / Master of Science in Educational Administration with Preliminary Administrative Services Credential (PASC) or PASC Only 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.

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*Signature of MA/MS PASC Candidate*

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*Print Candidate Name*

---

*Date*

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



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School of Education

## **Appendices/Forms**

## Appendix A



### Appendix A MA/MS Preliminary Administrative Services Credential 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: \_\_\_\_\_

Signature: \_\_\_\_\_ District: \_\_\_\_\_

Name of School or Department: \_\_\_\_\_

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

Phone: \_\_\_\_\_ Extension: \_\_\_\_\_ Email: \_\_\_\_\_

## Appendix A1



### **Appendix A1** **MA/MS Preliminary Administrative Services Credential** **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

### MA/MS Preliminary Administrative Credential Program

1. Handbook Receipt

*Submit to [soeforms@pointloma.edu](mailto:soeforms@pointloma.edu), required for registration*

2. Form Appendix A

*Submit to [soeforms@pointloma.edu](mailto:soeforms@pointloma.edu), required for acceptance*

3. Form Appendix A1

*Submit to [soeforms@pointloma.edu](mailto:soeforms@pointloma.edu), required for acceptance*

4. Site Mentor Resume

*Submit to [soeforms@pointloma.edu](mailto:soeforms@pointloma.edu), required for acceptance*

5. Employment Verification Letter

*Submit to [soeforms@pointloma.edu](mailto:soeforms@pointloma.edu), required for acceptance*

6. FERPA Training

*Submit to [soeforms@pointloma.edu](mailto:soeforms@pointloma.edu), required for registration*

7. Assessment System (fee assessed through tuition)

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

## Appendix B



### Appendix B MA/MS Preliminary Administrative Services Credential (PASC) Fieldwork Experience Outline

Upload this document to SOE's Assessment System, including the signed Signature Page (digital [link](#)). Post all narratives for each standard on SOE's Assessment System for your four (4) activities for each standard.

Course	MA/MS PASC Mandatory Fieldwork
<b>GEL 6003: Instructional Leadership</b>	
6003 - 1	<p><b>Fieldwork Experience:</b> Submit the Pearson return receipt as evidence of completion and submission of Cycle 3.</p> <p><u>Activity:</u></p> <p><u>School Site/Grade Level:</u></p> <p><u>Completion Target Date:</u></p>
6003 - 2	<p><b>Fieldwork Experience:</b> Submit the Pearson return receipt as evidence of completion and submission of Cycle 3.</p> <p><u>Activity:</u></p> <p><u>School Site/Grade Level:</u></p> <p><u>Completion Target Date:</u></p>
6003 - 3	<p><b>Fieldwork Experience:</b> Submit the Pearson return receipt as evidence of completion and submission of Cycle 3.</p> <p><u>Activity:</u></p> <p><u>School Site/Grade Level:</u></p> <p><u>Completion Target Date:</u></p>
6003 - 4	<p><b>Fieldwork Experience:</b> Submit the Pearson return receipt as evidence of completion and submission of Cycle 3.</p> <p><u>Activity:</u></p> <p><u>School Site/Grade Level:</u></p> <p><u>Completion Target Date:</u></p>

<b>GEL 6004: Equitable and Socially Just School Communities</b>	
6004 - 1	<p><b>Fieldwork Experience:</b> 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.</p> <p><u>Activity:</u></p> <p><u>School Site/Grade Level:</u></p> <p><u>Completion Target Date:</u></p>
6004 - 2	<p><b>Fieldwork Experience:</b> 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.</p> <p><u>Activity:</u></p> <p><u>School Site/Grade Level:</u></p> <p><u>Completion Target Date:</u></p>
<b>Discretionary Fieldwork Selections</b>	
6004 - 3	<p><b>Fieldwork Experience:</b></p> <p><u>Activity:</u></p> <p><u>School Site/Grade Level:</u></p> <p><u>Completion Target Date:</u></p>
6004 - 4	<p><b>Fieldwork Experience:</b></p> <p><u>Activity:</u></p> <p><u>School Site/Grade Level:</u></p> <p><u>Completion Target Date:</u></p>
<b>GEL 6005: Organizational and Systems and Leadership</b>	
6005 - 1	<p><b>Fieldwork Experience:</b> 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.</p>



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

	<u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6006 - 3	<b>Fieldwork Experience:</b> Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6006 - 4	<b>Fieldwork Experience:</b> Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
<b>GEL 6007: Professional Learning and Growth Leadership</b>	
6007 - 1	<b>Fieldwork Experience:</b> Submit the Pearson return receipt as evidence of completion and submission of Cycle 1. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6007 - 2	<b>Fieldwork Experience:</b> Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6007 - 3	<b>Fieldwork Experience:</b> Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6007 - 4	<b>Fieldwork Experience:</b> Submit the Pearson return receipt as evidence of completion and submission of Cycle 2.

	<u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
<b>GEL 6008: Ethical and Visionary Leadership</b>	
6008 - 1	<p><b>Fieldwork Experience:</b> 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.</p> <p><u>Activity:</u>  <u>School Site/Grade Level:</u>  <u>Completion Target Date:</u></p>
6008 - 2	<p><b>Fieldwork Experience:</b> 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.</p> <p><u>Activity:</u>  <u>School Site/Grade Level:</u>  <u>Completion Target Date:</u></p>
<b>Discretionary Fieldwork Selections</b>	
6008 - 3	<p><b>Fieldwork Experience:</b></p> <p><u>Activity:</u>  <u>School Site/Grade Level:</u>  <u>Completion Target Date:</u></p>
6008 - 4	<p><b>Fieldwork Experience:</b></p> <p><u>Activity:</u>  <u>School Site/Grade Level:</u></p>

	<u>Completion Target Date:</u>
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**Fieldwork Experience Outline Approvals**

MA/MS PASC Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B1



### 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:
<b>1. Honor</b> 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.		<input type="checkbox"/> Treats all students and adults equally with civility and grace. <input type="checkbox"/> Retains a non-judgmental demeanor. <input type="checkbox"/> Displays professionalism in dress, posture and attitude. <input type="checkbox"/> Committed to social justice, equity, and cultural competency. <input type="checkbox"/> Consistent in words and actions. <input type="checkbox"/> Practices forgiveness and love for one another. <input type="checkbox"/> Follows through with commitments.
<b>2. Spirit of Harmony and Collaboration</b> 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.		<input type="checkbox"/> Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. <input type="checkbox"/> Openly considers the contributions of diverse learners. <input type="checkbox"/> Proactive rather than reactive with classmates, educators, parents, staff and students. <input type="checkbox"/> Employs healthy conflict resolution skills in one-on-one and group situations. <input type="checkbox"/> Assists in resolving conflict and promotes acceptance of one another. <input type="checkbox"/> Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.

<p><b>3. Reflective Learner</b> 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.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates and models his/her calling to the profession..</li> <li><input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities.</li> <li><input type="checkbox"/> Takes responsibility for his/her own learning.</li> <li><input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth.</li> <li><input type="checkbox"/> Looks at an incident/activity to analyze what works and targets areas for improvement.</li> <li><input type="checkbox"/> Asks questions, seeks support and guidance.</li> <li><input type="checkbox"/> Uses journals or reflections to record thinking and improve practice.</li> </ul>
<p><b>4. Professional and Positive Perseverance</b> 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.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Enthusiastic, energetic, prepared, constantly reflecting and improving.</li> <li><input type="checkbox"/> Seeks feedback from other professionals with a positive spirit.</li> <li><input type="checkbox"/> Willingly participates in the school community activities outside of the classroom.</li> <li><input type="checkbox"/> Remains involved in the planning and innovation necessary of professionals.</li> <li><input type="checkbox"/> Holds high expectations for all, and scaffolds learning when assignments are challenging.</li> <li><input type="checkbox"/> Remains aware of all the profession requires and makes changes to own practice.</li> </ul>
<p style="text-align: center;"><b><u>RUBRICS FOR PERFORMANCE LEVEL</u></b></p> <p><b>4 (Exceptional)</b> — 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.</p> <p><b>3.5 (Advanced)</b> — Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.</p> <p><b>3 (Appropriate)</b> — Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teachers.</p> <p><b>2.5 (Improvement Needed)</b> — Lack of this indicator has been evident to peers or teachers. Demonstrates the ability to accept feedback, reflect and improve.</p> <p><b>2 (Area of Concern)</b> — Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teachers.</p> <p><b>1 (Inappropriate)</b> — Demonstrates indicator infrequently if at all. No indication of desire to improve.</p>		

To be submitted to SOE's Assessment System by the candidate for each fieldwork experience.

## Appendix C



### Appendix C MA/MS Preliminary Administrative Services Credential Fieldwork Experience Narrative Template

Directions: This template serves as a guide to submitting narratives/reflections. ***Each row presents information to submit in SOE's Assessment System.***

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**  
**MA/MS Preliminary Administrative Services Credential**  
**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.**

<b>Candidate Name</b>	
<b>Quad</b>	
<b>Activity Number &amp; Description</b>	
<b>CAPEs</b>	
<b>Summary of Activity</b>	
<b>What did the candidate do?</b>	
<b>What did the candidate learn in the process?</b>	

Submitted to the candidate by: \_\_\_\_\_

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

\*\*\*\*\*



**Questions to be address by the candidate during the interview with the University Supervisor:**

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?

## Appendix C2

### **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



### 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 SOE's Assessment System before this document is submitted to the Credential Analyst.*