Preliminary Administrative Services Credential
Fieldwork Handbook

2025-2026
School of Education
Point Loma Nazarene University

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Purpose and Overview

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

The MA/MS Educational Administration and Preliminary Administrative Services Credential (PASC) only candidates must develop and execute a plan for field experiences that includes applying all of the CAPEs.

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

Nature of the Fieldwork Experiences

MA/MS Educational Administration and PASC only candidates participate in significant fieldwork experiences (180 hours) designed to facilitate applying theoretical concepts into practical settings. Each candidate addresses the primary duties and responsibilities authorized by the PASC credential in various settings. Significant intensive fieldwork experiences occur in at least one setting where the candidate can perform a wide range of the typical responsibilities of a full-time administrator. The candidate is also encouraged to engage in two meaningful fieldwork experiences in a setting other than the candidate's regular assignment which includes a diverse student population. Fieldwork experiences include intensive experiences both in the day-to-day functions of administration and in longer-term policy design and implementation.

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

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

Site and university fieldwork supervisors are selected with care to promote candidate learning and proficiency and evaluate the performance of assigned candidates.

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

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

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

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

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

Each one-unit fieldwork course (GEL 6003F, GEL 6004F, GEL 6005F, GEL 6006F, GEL 6007F, and GEL 6008F) must be completed during enrollment in the quad and/or semester in which the candidate is enrolled. If all of the fieldwork activities are not successfully completed within each quad's timeframe, a grade of no-credit (NC) will be assigned, and the fieldwork course must be taken and paid for again.

Candidates 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, 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 cycles on the first submission date after the end of the academic quarter. Failure to do so will result in a grade of no-credit designation for the fieldwork component, requiring the candidate to retake the course.

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

school during the week before the opening of the academic year and following the closing of school to become familiar with the closing and opening of school programs.

PASC Fieldwork Overview					
GEL 6003	**GEL 6004**	**GEL 6005**	**GEL 6006**	**GEL 6007**	**GEL 6008**
Instructional Leadership	*Equitable & Socially Just School Communities*	*Organizational & System Leadership*	*School Improvement Leadership*	*Professional Learning and Growth Leadership*	*Ethical & Visionary Leadership*
Assignments designed to support CalAPA 3	**2 FW required in class assignments**	**2 FW required in class assignments**	Assignments designed to support CalAPA 1	Assignments designed to support CalAPA 2	**2 FW required in class assignments**
GEL6003 F 1 unit	GEL6004 F 1 unit (Quad)	GEL6005F 1 unit (Quad)	GEL6006 F 1 unit (Quad)	GEL6007F 1 unit (Quad)	GEL6008F 1 unit (Quad)
4 FW to fulfill CalAPA 3	**2 FW chosen from D List by candidate**	**2 FW chosen from D List by candidate**	**4 FW to fulfill CalAPA 1**	**4 FW to fulfill CalAPA 2**	**2 FW chosen from D List by candidate**

CTC Category	Fieldwork	Total Fieldwork
Instructional Leadership	GEL 6003 = 4 FW 4 steps of the CalAPA	4 FW
Community Leadership	GEL6004 = 4 FW 2 required/2 chosen	4 FW
Organizational & Systems Leadership	GEL6005 = 4 FW 2 required/2 chosen	4 FW
School Improvement Leadership	GEL6006 = 4 FW 4 steps of the CalAPA	4 FW
Professional Learning & Growth Leadership	GEL6007 = 4 FW 4 steps of the CalAPA	4 FW
Visionary Leadership	GEL6008 = 4 FW 2 required/2 chosen	4 FW
	TOTAL:	**24 FW / 180 hours**

Cohort Course Offerings	
	Face-to-Face and Online Cohorts
Fall Quad 1	GEL 6004: Equitable & Socially Just School Communities
Fall Quad 2	GEL 6007: Professional Learning & Growth Leadership
Spring Quad 1	GEL 6008: Ethical & Visionary Leadership
Spring Quad 2	GEL 6006: School Improvement Leadership
Summer Quad 1	GEL 6005: Organizational & Systems Leadership
Summer Quad 2	GEL 6003: Instructional Leadership

Course Objectives

After fieldwork, candidates will demonstrate mastery by completing all 24 fieldwork activities as accepted by the program director and the university supervisor.

Instructions For Administrative Fieldwork

Requirements for Successful Completion of Fieldwork

The fieldwork portion of the program is a collaborative team approach that provides opportunities for the MA/MS Educational Administration and PASC only candidate to meet with the site supervisor at times, the university supervisor at other times, and in triads with both supervisors. This configuration of meetings ensures the candidate will have opportunities to debrief experiences, discuss educational theory and practices, brainstorm various ways of handling situations, and receive guidance and support in a mentoring atmosphere. Each member of the team has an important role to play in the successful completion of the fieldwork.

The fieldwork process begins with the following steps:

1. The candidate schedules an initial meeting with the site supervisor after the supervisor agrees to mentor the candidate.

2. The candidate then works with the site supervisor to develop an outline (Form B) of (4) mandatory and/or discretionary fieldwork experiences based on the CAPEs, the required course assignments, and the school's needs.

3. The candidate completes Form A.

4. The candidate meets with the university supervisor and the site supervisor (called a triad meeting) to review Form A and Form B, establish a plan for completing the experiences, develop a schedule of meetings, and review the requirements for submitted narratives and documentation. The university supervisor approves the outline and the plan. The meeting also sets the tone for the mentoring between the candidate and the university supervisor.

Candidate Responsibilities

It is the responsibility of the candidate to:

1. complete each portion of the APA assignments, submit the APA assignments to the CTC as specified by CTC requirements, and submit the return receipt from the CTC to the university supervisor via the SOE assessment system- all within the quad or semester when the respective assignments are assigned to the candidate;

2. assume responsibility for meeting deadlines, schedule all meetings, and keep channels of communication open;

3. secure agreement of the site supervisor for permission to conduct fieldwork experiences at the site;

4. develop an outline (Form B) of 24 fieldwork experiences selected from the six courses and have it approved by the site supervisor and the university supervisor;

5. complete the fieldwork experiences, complete the reflective dialogues with the university supervisor, and meet as required with the site and the university supervisors;

6. submit all documentation to the university supervisor in the SOE assessment system as required at the end of each quad (Form B and Form C for each fieldwork assignment);

7. seek ongoing assistance, if needed, at any juncture in the fieldwork experience from the site supervisor, the university supervisor, or the university program director; and

8. engage in meaningful fieldwork experiences in at least two school settings, if possible, one of which is at an elementary/secondary level other than the candidate's regular assignment (the candidate must seek experiences in a setting that involves a diverse student population with racial, socio-economic, special education, special-needs students and/or schools where the predominant language is other than English).

Responsibilities of the Site Supervisor and University Fieldwork Supervisor

Responsibilities of the Site Fieldwork Supervisor

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

It is the responsibility of the site fieldwork supervisor to:

1. Assist the candidate by serving as a coach and mentor throughout the fieldwork program.

2. Assist the candidate in the development of an outline of experiences that are designed to demonstrate mastery of the CAPEs.

3. Maintain on-going and frequent communication between the candidate, university supervisor, and site fieldwork supervisor to provide accurate feedback, counseling and assistance throughout the fieldwork experience.

4. Provide shadowing opportunities which support the candidate in completing the fieldwork activities through: walkthroughs; observations; feedback sessions (analysis of practice); staff conferences; parent meetings; conversations with support staff; budget development; grade-level, department, leadership team meetings, etc.

5. Encourage and guide the candidate to take on increasing leadership roles as they progress through the program.

Responsibilities of the University Fieldwork Supervisor

It is the responsibility of the university fieldwork supervisor to perform the following duties:

1. Meet with the candidate by the 3rd week of the first course to provide an overview of the program and review the fieldwork requirements, including the role of the site supervisor, the process for selecting experiences and developing the outline, the Fieldwork Experience Outline (Form B), the Fieldwork Activity Narrative/Reflection (Form C or Alt. Form C), the required and optional meetings, as well as discussion of how and when credits are granted.

2. Assist the candidate in identifying additional fieldwork opportunities at other sites or other grade levels.

3. Facilitate reflective dialogues related to the fieldwork experiences to monitor learning and assess the candidate's leadership development.

4. Support the candidate in completing and submitting APA-related assignments according to the guidelines established by the CTC.

5. Maintain ongoing and frequent *(at least every other week)* communication with the candidate and site supervisor to plan, analyze, and review narratives; to assist the candidate in practicing the art of self-reflection; to provide feedback and coaching, and to provide formative and summative evaluations. These communications/meetings will include a three-way conversation with the candidate and site supervisor regarding fieldwork progress and possible changes to accommodate student needs and other concerns as needed.

6. Provide the candidate opportunities to communicate openly and candidly about fieldwork experiences and outcomes.

The university fieldwork supervisor shall finalize the candidate's level of competency based on input from the candidate and the site fieldwork supervisor after reviewing the contents of the candidate's documentation, as submitted to the SOE assessment system, and reflective dialogue.

Implementation of California Administrator Performance Assessment (CalAPA)

CalAPA Requirements

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

Fieldwork in GEL 6003, GEL 6006, and GEL 6007

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

Role of the Course Professor in CalAPA

The professors of GEL 6003, GEL 6006, and GEL 6007 will present material and support candidates in each of the CAPEs associated with the respective course. Each course is aligned to specific CAPEs and university-approved candidate learning outcomes. Additionally, a portion of the classroom instruction and course assignments will be focused on introducing the various components of the CalAPAs.

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

Candidates 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, candidates will have until that date to complete their fieldwork (FW) and submit it as part of that cycle.

Candidates must submit their CalAPA cycles on the first submission date after the end of the academic quarter. Failure to do so will result in a no-credit grade designation for the fieldwork component.

Role of the Fieldwork Supervisor in CalAPA

Fieldwork supervisors must operate under the same restrictions as course professors. Still, supervisors will play a significant role in supporting student work on the CalAPA as follows:

1. Providing and discussing support documents such as CalAPA acceptable support.

2. Referring candidates to the definitions and clarifications of key terms contained in the CalAPA assessment materials.

3. Reviewing examples of effective school leadership (e.g., planning documents, data analyses, facilitation, instructional feedback) using CalAPA rubrics or support documents.

4. Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses.

5. Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, facilitation, using data to inform planning, coaching teachers).

6. Explaining scoring rubrics by using them in formative exercises or assignments.

7. Linking content and experiences from the preparation program to the CAPEs as measured by the CalAPA cycles and rubrics.

8. Providing a schedule/timeline for completion of the CalAPA.

9. Conducting "Check-in" meetings to discuss timelines and deliverables and to ascertain or address candidate questions.

10. Paraphrasing or answering candidate questions about the content of leadership cycles, rubrics, directions (including templates), or support documents such as the CalAPA assessment materials.

11. Probing candidates to self-assess draft responses or video recordings against the CalAPA rubrics without providing direct edits to responses or specific answers to CalAPA prompts.

12. Answering common questions about the CalAPA in a group setting.

13. Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalAPA while maintaining the original work of each candidate.

14. Providing references to relevant articles or selections of a text to address questions about effective leadership strategies.

15. Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions.

16. Arranging technical assistance for video-recorded portions of the CalAPA.

Requirements of the Candidate in CalAPAs

The MA/MS Educational Administration and PASC only candidate enrolled in GEL 6003, GEL 6006, and GEL 6007 must complete coursework and fieldwork assignments related to the three (3) cycles of the CalAPA.

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

Guidelines for Fieldwork Experiences

To qualify for the PASC credential, the candidate must verify knowledge and skills in the six (6) CAPEs.

The MA/MS Educational Administration and PASC only candidate must have completed all the courses in the program and completed the fieldwork experiences within each quad as required.

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

Fieldwork Experiences Integrated into Coursework

GEL 6003: Instructional Leadership (CalAPA Cycle 3)

Must be completed during enrollment in GEL 6003.

MA/MS Educational Administration and PASC only candidates must complete and submit each of the four (4) components of the CalAPA Cycle 3 associated with this course to the course professor, the fieldwork supervisor through SOE's assessment system, and Pearson (if applicable). Scoring for successful submission to Pearson will only be scored on a Credit/No Credit basis as part of fieldwork for this course. A letter grade will be submitted for the course by the instructor.

- **6003-1**: The candidate will complete and submit the *Investigate* activity for the CalAPA cycle related to this course (a summary of this completed activity will be added to Form B* for GEL 6003, and a Form C will be submitted in SOE's assessment system to the candidate's university supervisor).

- **6003-2**: The candidate will complete and submit the *Plan* activity for the CalAPA cycle related to this course. (a summary of this completed activity will be added to Form B* for GEL 6003, and the candidate will complete Form C and submit it in SOE's assessment system to the candidate's university supervisor).

- **6003-3:** The candidate will complete and submit the *Act* activity for the CalAPA cycle related to this course. (a summary of this completed activity will be added to Form B* for GEL 6003, and candidates will complete Form C and submit SOE's assessment system to the candidate's university supervisor).

- **6003-4:** The candidate will complete and submit the *Reflect* activity for the CalAPA cycle related to this course. (a summary of this completed activity will be added to Form B* for GEL 6003, and the candidate will complete Form C and submit it in SOE's assessment system to the candidate's university supervisor).

Form B is added to at the end of each course and submitted in SOE's assessment system to the university supervisor. Form B is the document that will accrue after completion of each course. Form C is a separate form completed for each of the four fieldwork for each class, and each is submitted in the corresponding spot in SOE's assessment system to the university supervisor as well.

GEL 6004: Equitable and Socially Just School Communities

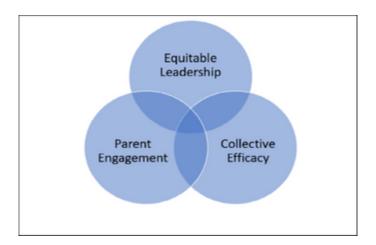*Must be completed during enrollment in GEL 6004.*

See Course Syllabus: Two (2) fieldwork activities are assigned in class, and two (2) are chosen from the discretionary list (D) by the candidate for four (4) fieldwork activities.

- **6004-1:** The candidate will read the Hawthorne case study on the Learning Policy Institute website and analyze the study as well as discuss the leadership practices and processes that are described by comparing the study to concepts discussed in reviewed course research through reading and collaboration and the included quotes. The candidate will write a response to answer the following questions:

  - How was trust nurtured?
  - What leadership actions contributed to the school serving as a welcoming environment for all?
  - In what way did the leaders demonstrate an asset-based approach that showed appreciation for the cultural wealth of different ethnic groups?
  - How did the leaders at Hawthorne District communicate with the students, faculty, staff, parents, and community in an impactful way for developing equitable practices?

  Refer to all requirements, including the rubric, when enrolled in GEL6004 in Canvas.

- **6004-2:** The candidate will consider the graphic below. Each circle represents a conceptual framework introduced and applied through these events. Each concept has a strong research base and can strengthen the school site when implemented. The California Administrator Performance Expectations (CAPEs) outline that new administrators should recognize the range of family and community perspectives and work to reach a consensus on issues such as safety, student learning, and well-being (CAPE 4B). As the candidate reflects on the readings, discussions, and activities provided, the candidate will construct a written, video, or graphic response that communicates his/her/their reflection to:

  - Content learned during the activities, such as what was the candidate's greatest epiphany, a striking realization or discovery, and
  - The implications of any learning for the candidate as a current or future leader The candidate may develop a graphic depiction, a 5-minute video, or a one-page narration. The candidate should refer to all requirements, including

the rubric, when enrolled in GEL6004 in Canvas to accompany the response to these two questions as provided in the course below or a 5-minute video or a one-page narration.

- **6004-3:** The candidate will choose from the discretionary (D) list approved by the university supervisor and site supervisor

- **6004-4:** Choose from the discretionary (D) list approved by the university supervisor and site supervisor

GEL 6005: Organizational and Systems Leadership

Must be completed during enrollment in GEL 6005.

See Course Syllabus: Two (2) fieldwork activities are assigned in class, and two (2) are chosen by the candidate from the discretionary list (D) for four (4) fieldwork activities.

- **6005-1:** The candidate will research all funds that come to his/her school via ALL budget codes. The candidate will 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. The candidate will prepare a report using the template provided.

- **6005-2:** The candidate will research three (3) issues at his/her school site that have occurred over the past three (3) years related to student rights, free speech, harassment, due process, students with disabilities, English learners, or mandated reporting. The candidate will identify the Education Code Section and district policies related to those issues — one (1) page per issue.

- **6005-3:** The candidate will choose from the discretionary (D) list approved by the university supervisor and site supervisor

- **6005-4:** Choose from the discretionary (D) list approved by the university supervisor and site supervisor.

GEL 6006: School Improvement Leadership (CalAPA Cycle 1)
Must be completed during enrollment in GEL 6006.

MA/MS Educational Administration and PASC only candidates must complete and submit each of the four (4) components of the CalAPA Cycle 1 associated with this course to the course professor, the fieldwork supervisor, and Pearson (if applicable). Scoring for successful submission to Pearson will only be scored on a Credit/No Credit grade as part of fieldwork for this course. A letter grade will be submitted for the course by the instructor.

- **6006-1:** The candidate will complete and submit the *Investigate* activity for the CalAPA cycle related to this course. (A summary of the completed activity must be added to Form B* for GEL 6006, and Form C for this step must be completed and submitted in SOE's assessment system to the University Supervisor).

- **6006-2:** The candidate will complete and submit the *Plan* activity for the CalAPA cycle related to this course. (A summary of the completed activity must be added to Form B* for GEL 6006, and Form C for this step must be completed and submitted in the SOE's assessment system to the University Supervisor).

- **6006-3:** The candidate will complete and submit the *Act* activity for the CalAPA cycle related to this course. (A summary of the completed activity must be added to Form B* for GEL 6006, and Form C for this step must be completed and submitted in the SOE's assessment system to the University Supervisor).

- **6006-4:** The candidate will complete and submit the *Reflect* activity for the CalAPA cycle related to this course. (A summary of the completed activity must be added to Form B* for GEL 6006, and Form C for this step must be completed and submitted in the SOE's assessment system to the University Supervisor).

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

GEL 6007: Professional Growth and Learning Leadership (CalAPA Cycle 2)
Must be completed during enrollment in GEL 6007.

MA/MS Educational Administration and PASC only candidates must complete and submit each of the four (4) components of the CalAPA Cycle 2 associated with this course to the course professor, the fieldwork supervisor, and Pearson (if applicable). Scoring for

successful submission to Pearson will only be scored on a Credit/No Credit basis as part of fieldwork for this course. A letter grade will be submitted for the course by the instructor.

- **6007-1:** Complete and submit the *Investigate* activity for the CalAPA cycle related to this course (Add a summary of this completed activity to Form B* for GEL 6007, and complete a Form C for this step to be submitted in SOE's assessment system to your University Supervisor).

- **6007-2:** Complete and submit the *Plan* activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to Form B* for GEL 6007, and complete Form C for this step to be submitted in SOE's assessment system to your University Supervisor).

- **6007-3:** Complete and submit the *Act* activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to Form B* for GEL 6007, and complete Form C for this step to be submitted in SOE's assessment system to your University Supervisor).

- **6007-4:** Complete and submit the *Reflect* activity for the CalAPA cycle related to this course. (Add a summary of this completed activity to Form B* for GEL 6007, and complete Form C for this step to be submitted in SOE's assessment system to your University Supervisor).

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

GEL 6008: Ethical and Visionary Leadership

Must be completed during enrollment in GEL 6008.

See Course Syllabus: Two (2) fieldwork activities are assigned in class, and two (2) are chosen by the Discretionary List (D) candidate for four (4) fieldwork activities.

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

- **6008-2:** Develop a personal and professional ethics and leadership platform. They will describe their leadership style(s) and reflect on how their ethics and values impact their leadership style(s).

- **6008-3:** Choose from the Discretionary (D) List approved by the University Supervisor and Site Supervisor.

- **6008-4:** Choose from the Discretionary (D) List approved by the University Supervisor and Site Supervisor

Professional Improvement Plan

The Point Loma Nazarene University School of Education faculty aims to produce the utmost qualified candidates of noble character to impact the lives of learners and to influence the broader community. The fieldwork is an essential part of the program. Sometimes, a candidate struggles and needs extra support and specific help to improve. PLNU has established the following policy for situations where a candidate struggles. Since PLNU is committed to maintaining quality standards throughout its MA/MS Educational Administration and PASC only preparation program, the faculty and staff have established procedures to identify and assist a candidate who is not meeting with success.

Site Intervention Action Plan

If a site supervisor is experiencing difficulty with a candidate, the Site Supervisor should *immediately* share his/her concerns with the university supervisor. The first level of intervention is implemented within the assigned site of fieldwork. This site intervention requires a written action plan (with a designated time) and plans for providing extra support. The action plan identifies the area(s) of concern and the methods for collecting performance evidence during the planned intervention. The action plan will be signed by the Candidate, the Site Supervisor, and the University Supervisor. A copy of the action plan will be placed in the Candidate's PLNU file.

Extra Support

A plan for providing extra support for the candidate during a site intervention may include but is not limited to:

- The candidate's written evidence of thorough and careful planning related to improvement in the area(s) of concern.

- Additional observations and conferences with the university supervisor.

- additional three-way conferences between the site supervisor, candidate, and university supervisor.

- Reviewing and reflecting on performance evidence collected by the site supervisor and university supervisor.

After conferring with the site supervisor and other appropriate administrative personnel at the site and the program director, the university supervisor will:

- Meet with the candidate and Site Supervisor to identify and discuss the area(s) of concern.

- Establish an action plan and a designated time for remediating identified areas.

- Delineate the method of monitoring by the Site Supervisor and University Supervisor.

- Review the written action plan with the Site Supervisor and the candidate and obtain their signature.

If it is in the best interest of the candidate and site supervisor to seek another placement, that should be communicated to the program director as soon as possible.

Master List of Discretionary Fieldwork Activities (D List)

The candidate will choose two (2) of the four (4) required fieldwork activities in the non-CalAPA courses (i.e., GEL 6004, GEL 6005, GEL 6008). With the approval of the university supervisor and the site supervisor, MA/MS Educational Administration and PASC only candidates may choose two (2) fieldwork activities from the list below for each non-APA course. The final two (2) fieldwork activities in each course are listed in the syllabus and are required.

The candidate must complete the following during course enrollment:

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

D-2: Working with teachers at the school, the candidate will develop an action research project to improve student learning utilizing real school data.

D-3: The candidate will create a multiple-media presentation for the faculty demonstrating a Common Core area of study aligned to the district and/or state-adopted textbooks and materials.

D-4: The candidate will collect and analyze the latest student achievement data for one segment of the school population (students with exceptionalities or of a different ethnic, racial, gender, sexual orientation, religion, language, socioeconomic status or regional geographic origin). Based on the data, the candidate will identify the needs of this particular segment of the school population and explain, in a presentation to staff, the data and what steps need to be taken to increase the support and expectations for this portion of the student body.

D-5: The candidate will choose a mathematics or an English/language arts released test item from the CAASPP for a grade level at the site. The candidate will identify the CCSS standard assessing and analyzing the skills and concepts a student would need to know to answer this question. The candidate will share the analysis with the grade level/PLC/department and determine if the instruction is leading students to be able to answer the question adequately. If not, why not?

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

D-7: The candidate will interview the school principal to determine all school intervention programs available to students, align those strategies to a tiered approach to interventions,

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

D-8: The candidate will assist or participate in planning the master calendar for instructional improvement for an entire year.

D-9: The candidate will utilize multiple measures to determine the progress of student learning for all groups at the school site and prepare a multimedia presentation for the school outlining findings.

D-10: The candidate will research and collect multiple technology/data reports available to the school, enabling them to close the achievement gap. The candidate will bring the findings to class to discuss and write up as a fieldwork experience.

D-11: The candidate will research how PBIS programs are incorporated into the school site procedures and activities and prepare a narrative outlining the programs, the degree of implementation, and the success of each.

D-12: The candidate will identify communication tools used at the site/district and determine the degree to which each provides feedback from parents and the community.

D-13: The candidate will identify professional development priorities for a department or an entire school and determine how to align financial resources to meet professional development needs.

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

D-15: The candidate will assist the vice-principal/assistant principal or testing coordinator in supervising, distributing, and operating a testing program.

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

D-17: The candidate will develop a detailed year-long plan to orient new teachers and new support staff to the school and include a budget for implementing the plan.

D-18: The candidate will identify elements for building a professional learning community (PLC), compare findings with the nature of professional development at the site, and make appropriate suggestions to the site supervisor.

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

D-20: The candidate will identify professional development priorities for a department or an entire school and determine how to align financial resources to meet professional development needs.

D-21: The candidate will identify two possible human relation challenges at the site and develop approaches through professional learning and growth to address these challenges.

D-22: The candidate will complete other assignments approved by the university fieldwork supervisor.

D-23: The candidate will work with staff to analyze data related to student disciplinary referrals and develop strategies to address behavioral issues.

D-24: The candidate will develop a vertical articulation plan, including a calendar of activities for students transitioning from one level to the next.

D-25: The candidate will analyze the rules and regulations in the management of Student Body Funds and prepare a PowerPoint or Prezi for the faculty at the site involved with ASB or ASB funds.

D-26: The candidate will attend two board of education meetings (one in the school district and the second one in another district) and record briefly how each of the following items is handled:

- Distribution of Agenda
- Recording of minutes
- Provision for hearing citizens
- Provision for securing the superintendent's recommendations on items requiring action

D-27: The candidate will review district policies related to access of students and release of information and outline the steps an administrator would take to safeguard students.

D-28: The candidate will research Board policies and administrative regulations within the school district related to an ethical problem the school is experiencing (i.e., plagiarism, cheating, truancy, attendance, etc.). The candidate will write a two-page executive summary (using the template provided) to the superintendent and cabinet on the identified educational policy or legal issue and propose changes to deal more effectively with the issue.

D-29: The candidate will work with a school/community group to develop school procedures within school district policy/Education Code related to issues such as dress code, discipline, field trips, assemblies, and use of cell phones, etc.

D-30: The candidate will develop and disseminate information about the school and its performance through multiple media channels. The candidate will interview a member of a board of education regarding his/her role in policy setting in the district.

D-31: The candidate will develop a proposal or grant application, including the budget, for approval of a program by a federal or state agency to support the school's vision.

D-32: The candidate will explore the integration of an AI tool in the school to enhance equitable instructional practices, implement the tool, collaborate with staff, evaluate its impact on student outcomes, and reflect on how AI can support closing achievement gaps and promoting inclusivity in education.

D-33: The candidate will develop and implement guidelines and training for the ethical and effective use of AI tools in the school. The focus will be on supporting teachers and students in responsibly integrating AI into instruction and learning while addressing equity, data privacy, and potential biases. The candidate will evaluate the impact of these guidelines on teaching practices and student engagement.

D-34: The candidate will conduct an assessment at the school to determine how teachers and students use AI tools. The candidate will identify the benefits and potential risks, including disparities in access to AI resources.

D-35: The candidate will design and implement a plan that balances academic expectations with initiatives supporting student mental health and social-emotional learning. The candidate will evaluate the plan's impact on academic performance and overall student well-being.

D-36: The candidate will conduct an equity audit at the site to identify access, resources, or support gaps and develop and implement a targeted intervention that addresses these gaps, focusing on improving outcomes for marginalized student groups.

D-37: The candidate will develop and lead a staff retention initiative that includes strategies for reducing burnout and increasing job satisfaction. Considerations will include professional development, workload management, and positive school culture.

D-38: The candidate will plan and lead a community engagement initiative that bridges communication gaps between the school, parents, and community members, focusing on building trust and addressing differing expectations through collaborative efforts.

D-39: The candidate will lead a project integrating new technology tools in the classroom or administrative processes, develop a training plan for staff, ensure equitable access for students, and evaluate the effectiveness of the technology in improving instruction or operations.

D-40: The candidate will develop and lead a crisis management plan for a specific scenario (e.g., school safety, public health, or community disruption), coordinate with relevant stakeholders, and conduct a simulation or training to test the plan's effectiveness.

D-41: The candidate will design and implement a strategy to enhance their role as an instructional leader while balancing administrative tasks. This might include time management strategies, delegation, or creating structures prioritizing instructional support.

D-42: CalAPA Cycle 1 Preparation Canvas Course

D-43: CalAPA Cycle 2 Preparation Canvas Course

D-44: CalAPA Cycle 3 Preparation Canvas Course

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FORM A
MA/MS Educational Administration or PASC Only
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 to be 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 also agree to meet with the candidate and the university fieldwork supervisor (triad meetings) at least three times during the program to give feedback to the candidate.

Name (please print): _____

Title: _____
(Principal, Department Administrator, or Designee)

Signature: _____ District: _____

Name of School or Department: _____

Address: _____

Phone: _____ Extension: _____ Email: _____

Appendix A1

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FORM A1
MA/MS Educational Administration or PASC Only
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)

7. 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 successfully meeting the credential requirements.

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

_____   _____
Signature of Site Mentor   Date

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Preliminary Administrative Credential Program

1. Handbook Receipt
   Submit to soeforms@pointloma.edu, required for registration

2. Form Appendix A
   Submit to soeforms@pointloma.edu, required for acceptance

3. Form Appendix A1
   Submit to soeforms@pointloma.edu, required for acceptance

4. Site Mentor Resume
   Submit to soeforms@pointloma.edu, required for acceptance

5. Employment Verification Letter
   Submit to soeforms@pointloma.edu, required for acceptance

6. FERPA Training
   Submit to soeforms@pointloma.edu, required for registration

7. SOE's assessment system
   All candidates in the School of Education programs at PLNU will be enrolled in SOE's assessment system; One-Stop Financial Services (OSFS) 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. See the email (sent the week before quad start) from soeassessment@pointloma.edu for set-up instructions.

Appendix B

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FORM B
MA/MS Educational Administration and PASC Only
Fieldwork Experience Outline

Directions: Upload this document to SOE's assessment system, including the signed signature page. Post all narratives for each standard on SOE's assessment system for your four (4) activities for each standard.

Course	MA/MS Educational Administration (PASC) Mandatory Fieldwork
GEL 6003: Instructional Leadership	
6003-1	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 3. Activity: School Site/Grade Level: Completion Target Date:
6003-2	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 3. Activity: School Site/Grade Level: Completion Target Date:
6003-3	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 3. Activity: School Site/Grade Level: Completion Target Date:
6003-4	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 3. Activity: School Site/Grade Level: Completion Target Date:
GEL 6004: Equitable and Socially Just School Communities	
6004-1	Fieldwork Experience: Read the Hawthorne case study on the Learning Policy Institute website. Analyze the study and discuss the leadership practices and processes that are described by comparing the study to concepts discussed in reviewed course research through reading and collaboration and the included quotes. Write a response to answer

	the following: ● How was trust nurtured? ● What leadership actions contributed to the school serving as a welcoming environment for all? ● In what way did the leaders demonstrate an asset-based approach that showed appreciation of the cultural wealth of different ethnic groups? ● How did the leaders at Hawthorne District communicate with the students, faculty, staff, parents, and community in a way that was impactful for developing equitable practices? Refer to all requirements, including the rubric, when enrolled in GEL 6004 in Canvas.
6004-2	**Fieldwork Experience:** Develop an action plan with goals, activities, and a timeline for strengthening parental involvement and parent education on their campus. Using district and school resources (SARC, Single Plan for Student Achievement, Strategic Plan) and demographic data, the candidate will identify barriers and opportunities for enhancing parent involvement at the school for the following groups: PTA, ELAC, SSC, Special Needs, GATE or other identified school groups or committees. Candidates will include district, community, and family resources supporting parental involvement to increase student achievement. Scholarly research on best practices regarding successful parent involvement strategies should be used for citations. Activity: School Site/Grade Level: Completion Target Date:
	Discretionary Fieldwork Selections
6004-3	**Fieldwork Experience:** Activity: School Site/Grade Level: Completion Target Date:
6004-4	**Fieldwork Experience:** Activity: School Site/Grade Level: Completion Target Date:
	GEL 6005: Organizational Systems and Leadership
6005-1	**Fieldwork Experience:** Research all funds from your school via ALL budget codes. Write a description of the purpose for each budget source, the restrictions for that source of funds, who has access to those funds, how the use of those funds supports LCAP, and how accountability for use is managed. Prepare a report using the template provided. Activity: School Site/Grade Level: Completion Target Date:

6005-2	**Fieldwork Experience:** Research three different issues at your school site which have occurred over the past three years related to student rights, free speech, harassment, due process, students with disabilities, English learners or mandated reporting. Identify the Education Code Section and District Policies related to those issues. One page per issue. Activity: School Site/Grade Level: Completion Target Date:
	Discretionary Fieldwork Selections
6004-3	**Fieldwork Experience:** Activity: School Site/Grade Level: Completion Target Date:
6004-4	**Fieldwork Experience:** Activity: School Site/Grade Level: Completion Target Date:
	GEL 6006: School Improvement Leadership
6006-1	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 2. Activity: School Site/Grade Level: Completion Target Date:
6006-2	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 2. Activity: School Site/Grade Level: Completion Target Date:
6006-3	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 2. Activity: School Site/Grade Level: Completion Target Date:
6006-4	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 2. Activity: School Site/Grade Level: Completion Target Date:

	GEL 6007: Professional Learning and Growth Leadership
6007-1	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 1. Activity: School Site/Grade Level: Completion Target Date:
6007-2	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 1. Activity: School Site/Grade Level: Completion Target Date:
6007-3	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 1. Activity: School Site/Grade Level: Completion Target Date:
6007-4	**Fieldwork Experience:** Submit the Pearson return receipt as evidence of completion and submission of CalAPA Cycle 1. Activity: School Site/Grade Level: Completion Target Date:
	GEL 6008: Ethical and Visionary Leadership
6008-1	**Fieldwork Experience**: Complete a mission and a vision statement, including their leadership values for an exemplary school of the future. Candidates should ensure that their vision is inclusive of the needs of all students (students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins) and address the impact of diversity to create a culture of inclusiveness and high expectations in a standards-based educational system and 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 implement the vision by leveraging and marshaling necessary resources. Activity: School Site/Grade Level: Completion Target Date:
6008-2	**Fieldwork Experience**:Develop a personal and professional ethics and leadership platform. They will describe their leadership style(s) and reflect on how their ethics and values impact their leadership style(s) and their expectations for themselves and others. Activity: School Site/Grade Level: Completion Target Date:

	Discretionary Fieldwork Selections
6008-3	**Fieldwork Experience:** Activity: School Site/Grade Level: Completion Target Date:
6008-4	**Fieldwork Experience:** Activity: School Site/Grade Level: Completion Target Date:

Fieldwork Experience Outline Approvals

MA/MS PASC Candidate Signature:_____ Date:_____

University Supervisor:_____ Date:_____

Site Supervisor:_____ Date:_____

Appendix B Digital [Link](#).

Appendix C

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FORM C
MA/MS Educational Administration or PASC Only
Fieldwork Experience Narrative Template

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

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FORM C-Alt
MA/MS Educational Administration or PASC Only
Coaching Conversation/Dialogue Summary

Fieldwork Assignments:
The candidate will submit this in SOE's assessment system for each fieldwork experience.

Candidates may be asked to complete this form (as an alternative to Form C) in preparation for the reflective dialogue with the university fieldwork supervisor. They will then attach this completed form and supporting evidence to the SOE's assessment system fieldwork assignment.

MA/MS PASC Student Name: _____

Quad: _____

Activity Number and description: _____

CAPEs: _____

Summary of activity: _____

What did the candidate do? _____

What did the candidate learn in the process? _____

Submitted to the candidate by:_____

Date:_____

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

How does completing 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 D

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MA/MS Preliminary Administrative Services Credential
Program Completion and Recommendation to
Apply for a 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 the SOE's assessment system before this document is submitted to the Credential Analyst.

Appendix E

California Administrator Performance Expectation (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 for all students.

Element 1A: Developing a Student-Centered Vision of Teaching and Learning
New administrators develop a collective vision that uses multiple data measures 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 aims 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 each student's academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development.
- 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 individuals 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 communication strategies 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 continuous change processes to 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 data sources 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 essential to 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 administrators to describe and set expectations for growth and performance for staff and 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 leaders 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 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 professional learning system focused on reaching the shared vision of equitable access to learning opportunities and resources and positive student outcomes.

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 school management. Handle confidential matters relating to students and staff 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 will help all students to graduate ready for college and their careers. 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 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 that the leader's role in establishing a positive, productive school climate is to support 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, and 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 staff management 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 about 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 Uses 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 clearly and transparently 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 various 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 to facilitate communication between different community groups and reach a 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 to achieve school goals.

STANDARD 5: ETHICS AND INTEGRITY
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity hold staff to the same standard.

Element 5A: Reflective Practice
New administrators regularly review and reflect on their performance, 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 to identify areas for self-improvement.
- 5A-2 Use a professional learning plan to focus on personal and professional growth to achieve the school's vision and goals.
- 5A-3 Seek opportunities for professional learning that address 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 the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions for 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 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 the accomplishment of the school's vision, mission, and goals, including issues 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 their professional obligations and responsibilities affect the entire school community. During preliminary preparation, aspiring administrators learn how to:

Example Indicators:
- 5C-1 Apply policies and practices that 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 school community members 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 know 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 influenced by political, social, economic, legal, and cultural factors.
- 6A-2 Understand and analyze governance and policy systems. Use this knowledge to explain the 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 they are spokespeople 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 the school's mission, vision, and goals to garner public support for its activities to promote student learning, safety, and well-being.
- 6B-3 Communicate how the school is meeting its goals and identify where public resource contributions are needed and would be most helpful.
- 6B-4 Involve stakeholders in helping address the school's challenges and sharing its successes.

School of Education

MA/MS PASC Field Experience Handbook

Acknowledgment of Receipt 2025-2026*

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

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

I must confer with my advisor before changing my original advising plan.

_____
Signature of MA/MS PASC Candidate

_____
Print Candidate Name

_____
Date

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