Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs

Category I: Program Design, Coordination and Curriculum

Standard 1: Program Rationale and Design

The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences—some that are carried out in the field and some that occur in non-field settings—that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on the Candidate Competence and Performance Standards in Category III.

“Far and away the best prize that life offers is the chance to work hard at work worth doing.”

Theodore Roosevelt (1858-1919)
Labor Day address, 1903

Leadership is hard work. Educational leadership may be more difficult than most leadership roles as the job requires the ability to multi-task while dealing with immediate, simultaneous, and ambiguous situations often less than two minutes in duration. The job requires a firm philosophical grounding, extensive knowledge about learning theory, pedagogy, and professional practices, and the ability to interact effectively with multiple audiences in a social as well as a highly charged political environment. It frequently requires long hours, many of them during evenings or weekends, for not very much money. Yet despite these high job demands, many individuals step forward seeking a broader leadership role. Why? Because they believe educational leadership is work worth doing.

1(a) The design of the program contains essential principles that are clearly grounded in a well reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of administrator preparation, is articulated clearly, and is evident in the delivery of the program’s coursework and field work.
CSU, Chico Prepares Professional Educators Who Are Effective, Reflective and Engaged

The Department of Education

*Improving the Quality of Life Through Education*

**Mission of the Department**

The Department of Education promotes passion for learning, respect for the individual, and service to society. We prepare professional educators and collaborate with all to improve the quality of life by developing democratic citizens through education.

**RATIONALE**

All programs of the Department of Education are organized around the department mission. An overarching theme expresses the purpose of our programs. That theme is “Developing Democratic Citizens through Public Education” (see Program Information and Tables, tab 1). Our programs are guided by the belief that an effective social and political democracy provides the greatest opportunity for the success of a diverse society, characterized by community values such as membership, respect, caring and trust, and by the belief that the essential role of education is to prepare people for lives as active, contributing members of democratic communities. The concept of democracy, the needs of communities, the role of education, and the preparation of young people to live a democracy are complex. Educator preparation and development that offers hope and promise to our communities, recognizes, examines and communicates about these concepts and issues, and provides opportunities for preliminary services credential candidates to learn practices of democratic education is critical for our future.

Addressing these concepts and issues will require curricular changes in public schools, colleges and universities. This change needs to begin in earnest, and extend over time to be effective. The curriculum for educators must develop foundational understandings of democratic, pluralistic societies, promote practices that nurture students to be able to serve the “common good,”
contribute to personal success, and develop the stewardship that will help schools realize their role in a democracy.\(^1\) And it must prepare effective educators who ensure that all students learn, and learn well. The role of the administrator is to promote the success of all students by facilitating the articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The Preliminary Administrative Services Program is structured so that concepts of democracy and diversity, and the application of democratic educational practices are addressed in specifications of candidate outcomes, program courses, school and district experiences, and candidate assessments, all focused on preparing candidates as professional educational leaders for a variety of public schools and school districts. Throughout the program sound scholarship and theory guides and informs the program design and the theoretical base of all courses (see Program Information and Tables, tab 2). The response to the elements of Standard 1 will begin to show how each program component contributes to effectively prepare candidates to lead schools so that all students learn well.

**Candidate Outcomes**

Our Preliminary and Professional Administrative Services Programs focus on developing school administrator candidates who, upon completing a program shall exhibit these characteristics:

1. Embrace and model core democratic values as a school leader and reflective practitioner.
2. Create, maintain, and promote shared visions for a democratic school environment that strives to ensure the academic and personal success of all members of the school community.
3. Demonstrate and actualize the belief that all students will learn well.

\(^1\) CSU, Chico is a charter member of the California Coalition for Educational Renewal. The Department of Education promotes the Agenda for Education in a Democracy of the National Network for Educational Renewal. For more information see Tab 1.
4. Foster the development of professional learning communities who analyze and apply evidence-based instructional practices that lead to improved learning for all students.

5. Build trust throughout the school community based on meaningful and productive work.

6. Guide and facilitate the development and implementation of a sound curriculum that meets the needs of a diverse population of students, is based on state adopted standards, and is frequently evaluated for effectiveness.

7. Establish management and safety systems that provide for a safe, efficient school site that frees educators to focus on improvement of learning for all.

8. Exercise legal and ethical responsibility as a moral steward.

9. Engage in continual professional renewal and networking.

These candidate characteristics become program goals that are drawn from the department mission, rationale, and California Professional Standards for Educational Leaders (CPSELS). Candidate outcomes will be assessed through evaluation of candidate in program course, candidate performance in school and district experiences, candidate professional portfolios that contain responses to anchor assignments, and mid-program and final assessment presentations (see Assessments, tabs 1-3).

1(b) The program design and its delivery form a cohesive set of learning experiences that are informed by adult learning theories and are designed to address the emerging, developing needs of prospective administrators enrolled in the program.

Candidates accepted into the Preliminary Administrative Services Program participate in the CSU, Chico School Leaders Cadre. The cadre system tracks candidates through a developmental sequence of learning and structured field practicum experiences which meet the requirements for the Preliminary Administrative Services credential and also allows students to obtain a Master’s degree in Education, Educational Administration advising pattern. The cadre helps candidates acquire networking contacts and skills essential to their success as leaders at the school, district,
or county levels. Some flexibility is designed into the cadre system to allow administrative candidates and administrative intern credential holders to participate in the administrative credential program together.

Each candidate is guided through the program by an EDAD faculty member who serves as the candidates program and MA adviser as well as by field-based mentors. With the assistance of his or her adviser, each candidate develops a program plan. The cadre schedule allows a candidate to complete the program in two years, or longer, if needed. Field-based mentors are designated site-based administrators who are partnered with candidates at program inception and provide field-based practical support throughout the program.

An important feature of the School Leaders’ Cadre System is its clearly defined pathways to the Preliminary Administrative Services credential and/or MA degree for a variety of potential audiences – teacher leaders, county office of education personnel, interns or anyone seeking to be a future k-12 administrator. The cadre system is designed to increase access to the MA degree program so that a potentially more diverse population of future school leaders can participate.
Table 1. CSU, Chico School Leaders Cadre Program System

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Titles</th>
<th>Semester Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EDAD 612</td>
<td>School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDMA 604</td>
<td>Foundations of Democratic Education</td>
<td>3</td>
</tr>
<tr>
<td>EDMA 610</td>
<td>Introduction to Inquiry In Education</td>
<td>3</td>
</tr>
<tr>
<td>*EDAD 610</td>
<td>Communication Skills for School Administrators</td>
<td>3</td>
</tr>
<tr>
<td>*EDAD 614</td>
<td>The Law and Education</td>
<td>3</td>
</tr>
<tr>
<td>*EDAD 609</td>
<td>Leadership for Educational Equity and Access</td>
<td>3</td>
</tr>
<tr>
<td>*EDCI 601</td>
<td>Curriculum Development and Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>*EDCI 602</td>
<td>Assessment and Evaluation of Learning</td>
<td>3</td>
</tr>
<tr>
<td>*EDAD 611</td>
<td>Supervision and Staff Development for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>*EDAD 613</td>
<td>Management of Funds and Facilities</td>
<td>3</td>
</tr>
<tr>
<td>**EDMA 696</td>
<td>Synthesizing Experience in Education (MA degree culmination)</td>
<td>3</td>
</tr>
<tr>
<td>*EDAD 615</td>
<td>Field-based Accountability: Managing for Learning (capstone course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 36

* Indicates courses required for the credential; additional courses required for the MA.

** Culminating activity other than exam requires EDMA 611

1(c) The program incorporates multi-media technologies to ensure that candidates develop an understanding of the importance, role and uses of technology for instructional support, administrative decision-making and the management of data in schools.

Program faculty work closely with county offices of education and school districts to ensure that the most current and useful technologies employed in k-12 schools are utilized by candidates.

Opportunities to work with district-based data management systems are provided in EDAD 612, School Leadership. In EDAD 611, Supervision and Staff Development for School Improvement
candidates use student achievement data-based systems to assist in identifying staff development needs. In **EDAD 613**, *Funds and Facilities* candidates apply their understanding of data based management to marshal, align, and allocate resources. Data based management systems are also applied in **EDCI 602**, *Assessment and Evaluation of Learning* as candidates demonstrate their ability to effectively use technology to manage multiple databases within a school in order to improve instruction. Each course in the Educational Administrative Services Program is web enhanced, allowing for expanded program delivery and flexibility while providing valuable distance learning education understandings for future administrators. Courses like **EDCI 601**, *Curriculum Development and Instructional Design*, feature electronic communications, online activities, and access to a variety of current resources through WebCt. All courses feature degrees of online modules, access to information via the internet, bulletin boards, and chat rooms (see Syllabi, tab 7). In **EDAD 611**, *Supervision and Staff Development for School Improvement*, candidates use video technology to systematically and collaboratively analyze instruction, delivery, and student learning. In **EDAD 610**, *Communication Skills for School Administrators*, candidates use video technology as a practice tool—video-taping oral performances for peer or self-assessment and scoring their performance against a rubric prior their final performance. (see Syllabi)

1(d) The design of the coursework and fieldwork experiences provides each candidate with opportunities to learn about and manage the use of technology for the improvement of the instructional program.

By design, the Educational Administration and Leadership program provides candidates opportunities to partner with practicing area administrators (site, central office, county office of education) who serve in the role of site-based mentors. All educational administration courses include multiple job-embedded field assignments that require candidates to analyze, discuss, and apply their understandings in a practical setting. Through this linked design, as well as others, candidates demonstrate their understanding of technology as they solve problems in anchor assignments linked to job-embedded field experiences (for example, see Syllabi, tab 6). In **EDAD**
612, School Leadership, candidates use programs such as Edusoft information management technology to collect and share data for the purpose of instructional improvement. In EDMA 610, Introduction to Inquiry in Education, candidates learn about technological applications to enhance their own research productivity, and then apply that understanding in courses such as EDCI 601, Curriculum Development and Instructional Design candidates use data gathered in previous courses or assignments as they conduct action research to inform teaching and learning.

EDAD 613 Management of Funds and Facilities features tracking packages for funding and provides candidates with the opportunity to use PDAs on structured field experience safety walk to aid with issues of safety and compliance (see Syllabi, tab 10). Edad 610, Communication Skills for School Administrators helps candidates’ development of practices to increase school and community involvement and buy-in through electronic communication that includes email and web-pages between teachers and parents (see Syllabi, tab 4).

1(e) The program has an organized structure that provides for coordination of the administrative components of the program that facilitates each candidate’s completion of the program.

The School Leaders’ Cadre design allows for candidates to make efficient progress through the program by taking six units per semester for two years, including summers, thus promoting retention and efficiency. Each EDAD required course includes structured, job-embedded field-based assignments linked to course content. Supervisors and practicing school administrator mentors support candidates as they apply their understandings of administration and leadership in the field. Program delivery and design support the needs of working practitioners and afford the opportunity for internships. An advanced degree provides administrators with the essential knowledge and skills demanded of individuals in position of leadership and prepares candidates for the potential for future doctoral work (see Program Information and Tables, tab 5).

Candidate assessment is embedded in each course; more formal assessment is conducted at multiple points in the program, a design that affords some flexibility within the cohort. At
midpoint, a committee of administrative credentialed practitioners and EDAD program faculty evaluative candidates and conduct a preliminary review of candidates’ progress. This formative process provides feedback to candidates. On-going program assessment includes regular surveys, focus groups, and an active advisory council (see Support Materials, tabs 1-6). The program structure begins with retreats and ends with a recognition celebration.

1(f) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Candidate Competence and Performance Standards in Category III, including opportunities to observe administrative practices in diverse settings.

Scholars who have studied learning have identified eight precepts about how we best learn, one of which is, “Learning best develops when individuals grapple with everyday, practical tasks and problems that require the active management of different types of knowledge, constructs, and processes” (Bransford, Brown, and Cocking, 2000). This is the role of field embedded assignments within each EDAD required class (see Program Information and Tables, tab 3) and the culminating field experience in EDAD 615 Field-based Accountability: Managing for Learning.

Field-embedded assignments are structured into each course in order to provide EDAD students with practice opportunities and on-going feedback about their performances in a safe learning environment. The focus of each of these assignments is on the application of theory and research to the practice of school leadership; feedback allows for the opportunity to improve performance and set goals for future performance.

The field experience in the Preliminary Administrative Services Credential Program is carefully designed to extend the ideals and beliefs reflected in the CSU Chico School of Education conceptual framework as well as the California Professional Standards for Educational Leaders. By design, these field experiences allow students to build an experience base by turning
theoretical knowledge and unrelated facts into tacit, useful knowledge—in other words, to begin to develop expertise. This happens in three ways. First, job-embedded field assignments are a component of every EDAD program course; these assignments require student to interact frequently with credentialed administrators in a variety of school environments around specific course content, including diverse settings. Second, field-based learning is shared through the use of technology (WebCT postings, chat rooms, discussion groups, email), which fosters a candidate networked community support system. Third, in the final course EDAD 615, *Field-based Accountability: Managing for Learning*, after receiving approval from the Credential Candidate Committee, each candidate completes a culminating field project for which they spend significant and extended time practicing the work of school leaders at the school, district, or county site as they work with teachers, parents, and communities to understand the working and needs of the site and become better prepared to address significant problems at the site.

1(g) For an internship program, the design makes allowances for the fact that interns do not have all the “theoretical” background desirable for successful service at the beginning of the program. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns and non-interns enrolled in the program.

If appointed early enough, interns begin the Leaders’ Cadre program with the cohort on the CSU, Chico campus in the summer prior to their Intern appointment. With the placement of candidates in the program and their concurrent employment in an administrative intern position, each candidate receives an active administrative intern credential, which permits administrative service. Waiver problems such as legitimacy of student suspension or IEP signatures do not arise because participants are fully credentialed for the intern work they perform.

They learn not only the course content but undergo team building that will carry them through the program and form the basis for professional relationships and learning well into the future. At the same time, individuals who enter the program at the mid semester point will be able to develop
relationships with other cohort members at the scheduled faculty/mentor/intern day on campus or at the regional centers. Support systems that include released time, local mentor support and a BTSA-like connection with the university make the program much more useful for candidates. The cohort structure can also provide for the development of an ongoing “critical friends” relationship among interns that will benefit them throughout their careers in administration.

The time frame allows for flexibility for the completion of the preliminary services credential. Content in coursework has been adapted to the needs of the intern program schedule. While many classes are held in seminar style, some classes will be delivered partly online, utilizing Horizon Live, WebCT, and Vista.

1(h) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency and a clear definition of satisfactory completion of the program is established and utilized to make individual recommendations for the Preliminary Administrative Services Credential. The program sponsor ensures that each candidate demonstrates satisfactory mastery of the Candidate Competence and Performance Standards in Category III at a level appropriate for beginning administrators.

The program includes multiple assessments at critical program points. Individual candidates are assessed upon program entry, in course assessment, at mid-program assessment, and upon program completion. Self-reflection is also a key facet in candidate formative assessment and represents the explicit expectation for post-program assessment. Assessment in courses is both formative and summative. As candidates progress through the program, the feedback on performance is initially received from faculty in coursework and from supervisors in field study. A portfolio provides evidence for the active link between coursework and fieldwork and is organized around CPSELS. Feedback is provided by faculty supervisors, field supervisors, coaches and mentors (see Assessment, tab 1). At midpoint, each candidate presents his or her portfolio with a personal/professional statement of progress to a panel of EDAD program faculty, credentialed practitioners and field supervisors outlining his or her progress towards the program.
standards and California Professional Standards for Educational Leaders. The panel uses the mid program progress rubric and provides direction and feedback for changes and focus in the professional growth plan (see Assessment, tab 3).

Standard 2: Program Coordination

Each sponsor of an administrative preparation program establishes one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate’s preparation. Partnerships address significant aspects of professional preparation. An agreement between the partners is cooperatively established and the terms and agreements of the partnership are binding on both parties with each partner sharing the responsibility for the implementation and success of the program.

2(a) The sponsor of a professional leadership preparation program establishes one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in cooperative partnership(s) for the design and delivery of programs by various interest groups such as parent and community organizations, institutions of higher education, professional organizations, county offices of education, educational research centers, business representatives, and other groups.

CSU, Chico works closely with a several county and regional educational organizations. The CSU, Chico Chapter of Phi Delta Kappa (PDK) sponsors educational speakers each semester; several EDAD students participate. The Butte County Superintendent’s Council includes the Department of Education Chair report in its agenda each month. Both groups provide rich opportunities for cooperative partnerships and feedback from local administrators, practicing alums and teacher leaders. Faculty have informally started a leadership network of local site-based administrators, faculty, and alums. Partners include the following local administrators:
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
</tr>
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<tbody>
<tr>
<td>Merrilee Johnson</td>
<td>Assistant Superintendent for HR and Administrative Services, Glenn County Office of Education</td>
</tr>
<tr>
<td>Eric Snedeker</td>
<td>Loma Vista Principal—SPED Principal at Chico Unified</td>
</tr>
<tr>
<td>Dwayne Robinson</td>
<td>Adult Education</td>
</tr>
<tr>
<td>Patti Garrison</td>
<td>Principal on Special Assignment (former elementary principal—knowledge of diversity issues)</td>
</tr>
<tr>
<td>Charles Allen</td>
<td>Superintendent for Red Bluff Elementary</td>
</tr>
<tr>
<td>Tom Armalino</td>
<td>Enterprise School District Superintendent</td>
</tr>
<tr>
<td>Brian Boyer</td>
<td>Assistant Principal, Chico High School (small schools info)</td>
</tr>
<tr>
<td>Reg Govan</td>
<td>Assistant Principal, Chico High School</td>
</tr>
<tr>
<td>Jim Hanlon</td>
<td>Principal, Chico High School</td>
</tr>
<tr>
<td>Mona Miller</td>
<td>Elementary Principal, Corning</td>
</tr>
<tr>
<td>Mike Morris</td>
<td>Assistant Principal, PV High School, Chico (curriculum, assessment, staff development)</td>
</tr>
<tr>
<td>Jerry Smith</td>
<td>AP, Willows High School</td>
</tr>
<tr>
<td>Gary McIntire</td>
<td>Superintendent/Principal, Janesville School District</td>
</tr>
<tr>
<td>Dr. Don Remley</td>
<td>Superintendent, Orville Elementary School District</td>
</tr>
<tr>
<td>Dale Porter</td>
<td>Elementary Principal, Enterprise School District</td>
</tr>
<tr>
<td>Dr. Rita Mulholland</td>
<td>CSU, Chico Faculty, SPED expertise</td>
</tr>
<tr>
<td>Dr. Allison Watson</td>
<td>Former Curriculum Specialist, Durham School District now working with Butte COE</td>
</tr>
<tr>
<td>Dr. Roy Applegate</td>
<td>SPED Director, Glenn County Office of Education</td>
</tr>
<tr>
<td>Joan Briggs</td>
<td>Principal, private school (Catholic)</td>
</tr>
<tr>
<td>Kathy Thompson</td>
<td>Shasta County Office of Education, SPED</td>
</tr>
<tr>
<td>Cathy Szychulda</td>
<td>Staff Development, Tehama County Office of Education</td>
</tr>
</tbody>
</table>

EDAD Program faculty are also actively involved in several professional organizations and work to network and connect students to the Association of California School Administrators (ACSA),
the American Association of School Administrators (AASA), the Association for Supervision and Curriculum Development (ASCD), and regional district administrator groups.

2(b) Each partnership includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional leadership preparation program and monitor its implementation on a continuing basis. Dialogue between partners effectively assists in the identification and resolution of program issues and candidate needs.

The EDAD credential program faculty seek to continually improve the delivery of a quality professional leadership credential experience. Partners and linkages are essential to continuous program improvement. Open communication among participants is promoted by frequent communication with partners coupled with sufficient opportunities for feedback. Focus groups are regularly conducted with practicing administrators (see Support Materials, tabs 2 and 3). Advisory board members serve on assessment panels to provide feedback for candidates (see Assessment, tabs 1 and 3).

2(c) Partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members and draw openly on members’ knowledge, professional expertise and practical skills.

The program draws upon the strengths of its advisory board for ongoing feedback and program development. Deputy superintendents, County Office of Education Administrators, local administrators and others serve on the administrative Board, Credential Candidates Committee, and as site mentors, thereby contributing to a joint effort that draws upon multiple perspectives. The board consists of individuals who represent various organizations and institutions throughout the region. Conversely, CSU program faculty use their expertise to facilitate program improvement research projects for local administrators. Significant program development has occurred through feedback from these partners in education.

2(d) Partners cooperate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; design of field
experiences; selection and preparation of field experience supervisors; and assessment and verification of administrator competence.

Advisory board members serve on assessment panels to provide feedback for candidates at critical junctures in the program. They participate as members of the Credential Candidate Committee at program entry in reviewing applicants for admission, at mid-point in the program, and at exit to verify administrator competence. Our partners help to identify strong site-based mentors. They have been especially helpful in providing ideas and placements that afford all candidates opportunities in diverse field settings. Exit and follow-up surveys (see Support Materials, tab 1 and 6) encourage all committee members and mentors to provide feedback regarding program quality and design.

2(e) Cooperating partners recognize the critical importance of administrator preparation by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Site-based administrators provide mentoring of candidates at no cost to the university. A minimum of ten hours of their time is contributed for discussion with candidates. Program advisory board administrators also provide screening and assessment time during several sessions each semester at no cost to the university.

Standard 3: Development of Professional Perspectives

By design, the program facilitates each candidate’s development of a professional perspective by providing extensive opportunities to analyze, implement and reflect on the relationship between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative series including but not limited to: relationship building, communications skills, the ability to articulate, apply and evaluate theories of leadership; an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to monitoring student performance, including those students with special needs, using a range of indicators; evaluating and supervising instructional leadership.

3(a) By design, the program builds on and enhances each candidate's understanding of the state-adopted academic content standards for students. Candidates develop an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to monitoring student performance, including those students with special needs, using a range of indicators; evaluating and supervising instructional
faculty and staff; and evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.

See Table 1. CSU Cadre Leaders System and course syllabi.

3(b) In the program, the structured design of coursework and fieldwork includes coherent recurring review, discussion and analysis of a broad range of foundational issues and theories and their relationships to professional practices in schools and classrooms.

In order for our candidate outcomes (see p. 2-3) to be achieved successfully, the EDAD Program at California State University, Chico emphasizes three components: (1) professional preparation designed to integrate theoretical and research-based knowledge with tacit, practical knowledge; (2) structured field experiences linked to coursework and (3) personal leadership characteristics and qualities. Theoretical and research-based knowledge is integrated within each EDAD program course—recurring themes include (but are not limited to) effective research-based instructional strategies, change theory, standards-based education, all students learning well, and social justice. Job-embedded field experiences are required within each EDAD program course and a one-semester 3-unit course (EDAD 615 Field-based Accountability: Managing for Learning) allows for more extended field opportunities. Personal leadership characteristics and qualities are modeled and practiced within each EDAD course—with specific attention focused on self-assessment, self-adjustment, and reflective practice.

In addition, a fourth component woven throughout each course is the department mission of Developing Democratic Citizens through Public Education. Taken together, we believe these four components will best prepare candidates who will be successful school leaders.

3(c) As candidates begin professional development, the program encourages them to examine their own leadership practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching, learning and instructional leadership.

Perhaps more than others, Terrence Deal and Susan Rosenholtz have helped educators to recognize the importance of culture in leadership work, and the role of the leader in shaping
school culture (Deal & Peterson, 1999; Rosenholtz, 1989). Personal values and beliefs result in informed, committed actions and stand at the heart of leadership work. Thus, we emphasize the importance of publicly identifying and examining personal beliefs and of constant reflection and revision of these beliefs based on readings, discussions, and experiences. The identification of beliefs serves as an anchor assignment in almost all administrative credential course work and is included as part of the exit portfolio. But more than identification, candidates are expected to challenge one another about their beliefs and to describe how “their school” will “look” based on their beliefs. Such visioning helps students to understand the importance of culture, norms, and communication in their work. Journal writing, portfolios, self-reflections, and vision and belief statements encourage candidates to develop effective personal leadership skills.

3(d) For an internship, the program shall ensure that, prior to beginning the intern assignment, all candidates have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities

The program ensures that interns have a basic understanding of the foundations of administrative practice prior to beginning their intern assignment by providing an orientation at the school site with the district for which the intern is being hired. The initial course School Leadership, designed to be taken prior to the first semester of hire, provides all candidates with additional foundational content knowledge and mentor orientation (see Syllabi, tab 1).

**Standard 4: Equity Diversity and Access**

The professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes towards race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. Candidates know the protections afforded by Educational Code Chapter 587, Statutes of 1999 and learn how to work to ensure educational equity for all members of the school community. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.
Constructivist theorists believe that we build new knowledge and understanding based on prior experiences. If we have limited experiences with diverse populations or with many of the issues that must be confronted, we likely have limited understanding of the difficulties faced or the strengths that can be brought to a learning environment. In the CSU, Chico EDAD program administrative credential candidates develop new ways of seeing through a variety of activities. First, candidates study the principles of access and equity, both historically and from a current policy perspective, and their impact on student learning. Second, candidates observe, communicate, and work with diverse students and community members in order to better understand their cultural environment and expectations and to effectively communicate about schools and schooling. Third, candidates reflect upon their own beliefs and values and upon those of the system in which they work in order to better ensure the application of democratic principles to all constituents in pursuit of the vision of all students learning well.

4(a) The program prepares candidates to effectively lead a school site by increasing the knowledge of the diverse constituencies that comprise the extended school community with respect to background experiences, languages, skills and abilities of student populations, including accommodations for students with special needs.

Understanding the diverse needs of the school community and particularly of the students in attendance at the school is a critical component of EDAD program courses including EDAD 612 School Leadership, EDAD 610 Communication Skills for School Administrators, and EDAD 609 Leadership for Educational Equity and Access but is best captured in two anchor assignments. In It Takes a Village candidates are required to complete a school site/community demographic study of the district in which they work. The introduction to the study is framed in the following way:

“Successful school administrators understand that each school has an important and unique relationship with its community, often serving as the anchor or centerpiece of community activity. There are many voices that impact how schools operate within a community. Thus, it is critically important for principals and central office administrators to develop a deep and comprehensive understanding of their community, including...
demographic information, as well as community norms, values and expectations. The better administrators know their community the greater the likelihood of designing a program to meet community expectations and needs. Further, intimate knowledge of a community, its needs and desires, increases the likelihood of leaders engaging in on-going conversations about the future, about the community’s best hopes and vision of what is possible, and of leading the community towards that imagined future.”

For a complete description of the task, including a rubric to score candidate performance (see Assessment, tab 2.

The second anchor assessment, From Ketchup to Salsa, requires candidates to do several things: (1) to complete a self analysis of their own beliefs and perceptions about diversity; (2) collect feedback from others about “how they see you with respect to diversity issues”; (3) develop a personal growth plan for learning more about diversity; (4) analyze their current school or district site to identify different aspects of power, access, equity, and bias; and (5) develop and action plan to address barriers to student learning.

Each of these anchor assignments is rich in data collection and analysis, self-assessment and reflection. Each will lead to increased candidate learning and respect for diversity and to a broader understanding of leadership responsibilities in this area (see Assessment, tab 2).

4(b) The program prepares candidates to supervise the application of appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

Although the study and discussion of appropriate curriculum occurs in each course it is a particular focus in EDCI 601 Curriculum Development and Instructional Design, EDCI 602 Assessment Evaluation of Learning and EDAD 611 Supervision and Staff Development for School Improvement. In these courses, as well as in others, candidates study effective curriculum, instruction, assessment and staff development practices. They read and discuss research findings about, for example, ability grouping and identify the conditions under which it is an effective instructional strategy as well as how it is frequently used to the detriment of student learning. Candidates also read and debate the literature on grade-level retention and then conduct an
analysis of the retention practices in their own site. In both EDCI 601 Curriculum Development and Instructional Design and EDAD 611 Supervision and Staff Development for School Improvement candidates investigate effective instructional strategies (see, for example, the work of Marzano, Pickering, & Pollock, 2001) and plan how, when they are site administrators, to develop professional learning communities at their sites to study, plan, implement, evaluate and adjust instructional strategies to assure that all students learn well (see Syllabi, tabs 7-9).

4(c) The program design includes the study and discussion of the historical and cultural traditions of the major racial, religious and ethnic groups in California society and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities.

In addition to having addressed this area of competency in their basic credential program, In EDAD 609 Leadership for Educational Equity and Access candidates develop a greater understanding and appreciation of the historical and cultural traditions of major racial, religious, and ethnic groups in California. Through readings, discussions, presentations and participation in ethnic or cultural events and celebrations candidates develop an understanding of community values and of how to communicate about important aspects of education and learning. They also identify strategies, practices, and procedures to ensure that all groups feel welcome and safe in the school and community environment. In EDCI 601 Curriculum Development and Instructional Design candidates review various instructional texts and supplemental materials for appropriateness for and representation of different cultural groups. They identify resources available to teach all students about diversity and effective instructional strategies for doing so.

EDAD 609 Leadership for Educational Equity and Access
EDCI 601 Curriculum Development and Instructional Design

4(d) The program design is explicit in developing each candidate’s ability to recognize historical and philosophical forces that have given rise to institutional practices, such as systematic forms of racism and sexism, that serve to limit students’ access to academic and contributes to the physical, social, emotional and intellectual safety of the diverse constituencies of the extended school community.

EDAD 609 Leadership for Educational Equity and Access includes the study of culture from both historical and philosophical perspectives. It is important for candidates to develop an
understanding of history, least they mistakenly repeat it. In this course candidates are required to investigate the cultural, linguistic, gender, religious, socio-economic, physical, or intellectual factors that may limit student access to education and to evaluate their effects as they are experienced in schools and communities in the United States. Specifically they are expected to identify and analyze poverty/income/gender/language/and other data for their local school and community and for the state of California as it relates to learning and achievement. Candidates identify effective school-based intervention programs, resources, and practices for diverse student populations and develop strategies to broker the system for students who need additional support to succeed. Finally, they engage in an activist learning project to address inequities in learning in their local schools or communities.

This topic is not limited to this EDAD program course but is also addressed in **EDAD 614 The Law and Education**, in **EDAD 612 School Leadership**, and **EDCI 601 Curriculum Development and Instructional Design** where candidates engage in similar readings, discussions, and assignments.

**EDAD 609 Leadership for Educational Equity and Access**  
**EDAD 614 The Law and Education**  
**EDAD 612 School Leadership**  
**EDCI 601 Curriculum Development and Instructional Design**

4(e) The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations about race, ethnicity, culture, sexual orientation, religion and socio-economical status to foster a school environment that creates access to the curriculum and programs of the schools and maintains high expectations for the academic achievement of all participants in all contexts.

Throughout the EDAD program students are required to reflect upon their learning, to identify how new learning connects with what was previously known, and to articulate how that learning might be useful to them in their future as school leaders. One aspect of reflection deals with their attitudes and belief systems. This topic is specifically addressed in **EDAD 609 Leadership for**
Educational Equity and Access where candidates are required to examine their own preconceptions, stereotypes and biases as one aspect of furthering their understanding, knowledge, and skills of democratic leadership for diverse populations as well as of the needs of individual students who may have special needs. In EDAD 614 The Law and Education candidates examine, from both an historical and present-day perspective, legal issues related to access and equity and how they impact student achievement and school culture. In both courses candidates investigate how policy and procedural decisions support or fail to support principles of access, equity, individualization, student achievement, and social justice.

4(f) The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations related to gender and to develop school policy and curriculum that creates and supports a gender-fair environment within the school community.

As noted above, the topic of gender equity is specifically addressed in EDAD 609 Leadership for Educational Equity and Access, in EDAD 614 The Law and Education, and is also integrated into all EDAD program requirements. In EDAD 612 School Leadership differences in male and female leadership characteristics are discussed and the treatment of women in leadership roles is investigated. In EDCI 601 gender equity issues are addressed from a curricular perspective.

Candidates discuss Myra and David Sadker’s (1994) study of how schools are Failing at Fairness and shortchanging girls and identify effective instructional interventions (both TESA-Teacher Expectations and Student Achievement- and GESA-Gender Expectations and Student Achievement-- form the core of these discussions).

4(g) The program develops each candidate’s capacity to recognize students’ specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have full access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.

In EDAD 614 The Law and Education, candidates develop a legal and ethical understanding of the rights of students with specific learning needs (e.g., special education students, English language learners, etc.) as well as of their administrative responsibility to protect and safeguard
those rights. In **EDCI 601 Curriculum Development and Instructional Design**, candidates review different curricula materials for appropriateness and effectiveness for students with different learning needs, from different language environments, or with different IEP objectives. They identify appropriate modification of curricula, instruction, or assessment practices to better meet students’ special learning needs and goals. In **EDCI 602 Assessment and Evaluation of Learning**, candidates identify appropriate assessment modification of classroom-based and high-stakes assessments and discuss the implication of those modifications for student learning and for accountability reporting. In **EDAD 611 Supervision and Staff Development for School Improvement**, candidates identify the impact of full inclusion on instructional strategies and classroom management, including the assurance of a safe and welcoming learning environment for all students; they also discuss supervisory responsibilities for special needs students participation in extra-curricular and co-curricular activities. In **EDAD 612 School Leadership**, candidates identify policy and procedural responsibilities to ensure all students have access to a full, engaging, and challenging curriculum, including co-curricular and extra-curricular activities. They develop strategies to ensure that all students experience a safe school climate regardless of race, ethnicity, gender, religion, language, or sexual-orientation, and are encouraged and able to participate to the fullest extent possible in school events and school-related learning activities in order to better achieve the vision of *all students learning well*.

*EDAD 614 The Law and Education*
*EDCI 601 Curriculum Development and Instructional Design, EDCI 602 Assessment and Evaluation of Learning, EDAD 611 Supervision and Staff Development for School Improvement, EDAD 612 School Leadership*

4(h) The program develops each candidate’s understanding of the legal and financial implications of serving students with special needs.

While the moral and ethical issue of serving all students and the vision of *all students learning well* is embedded in every EDAD program course, the legal and fiscal implications of this principle are specifically addressed in **EDAD 613 Management of Funds and Facilities** and in
EDAD 614 The Law and Education. In EDAD 613 candidates analyze budget allocations and assess their alignment with instructional priorities; they track the resources needed for specific special needs populations and compare it to the idea; they make recommendation about how the budget might be adjusted or resources re-allocated to better serve students with special needs. In EDAD 614 candidates study the historical treatment of special needs students and track changes in legislation and case law that affect how special needs students are now educated. They address public and school policy issues to assure not only access and equity but also issues of social justice and learning. Finally, candidates predict likely sources of tension or conflict in the future and envision how they might address those in the hopes of pre-empting conflict and better meeting the needs of all students.

Standard 5: Role of Schooling in a Democratic Society

The professional leadership program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations, and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

Coherence in all programs of the department and in the Educational Leadership Program rests on the foundational ideas and principles inherent in the development of leaders for schools in a democracy. Our program guides all candidates towards the goal of becoming deeply knowledgeable, reflective and action-oriented leaders who use tools of inquiry, communication, and the contributions of diverse points of view to continuously engage in the improvement of schools for democracy.

All teacher and future leadership candidates engage in foundational course readings that provide working definitions of democracy in education. Providing school leadership in the current
performance accountability environment depends more than ever on democratic principles. As a faculty we continue to re-vision our program through our engagement in the broader environment of advocacy for democracy in education.

5(a) The program prepares candidates to discuss, debate, and articulate the purposes of schooling in a democratic society.

Candidates examine the role of public schooling in a democracy through foundational readings, and a wide variety of course activities. Initially, candidates’ personal and professional values related to education for democracy are identified, clarified and evaluated within the safety and support of cohort members. As candidates progress through the program, they are able to analyze and explain how democratic ideals are incorporated into personal vision and translate into school and classroom practice.

See syllabi for the following courses:

EDAD 612 School Leadership
EDMA 604 Foundations of Democratic Education.

5(b) The program includes opportunities to understand the values and concerns of the diverse communities that constitute a democracy and the importance of involving the greater community in the life of schools.

Candidates assess and evaluate internal school communities and the broader community served by the school in order to gain deeper and more accurate understanding. Multiple pathways and forms of communication are explored and practiced in order to encourage and ensure the engagement of the broader community in the life of the school. Candidates analyze and propose improvements to community relations policies and practice community and board presentations with the objective of sharing success and garnering support. See syllabi for the following courses:

EDAD 610 Communication Skills for School Administrators
EDMA 604 Foundations of Democratic Education

5(c) The program includes opportunities for the candidate to explore the relationship of schools to the schools community, governmental entities and community agencies and the role of integrating community service as well as resources for children and families in the school.
Candidates analyze and identify school wide needs as well as the needs of unique populations. Readings, coursework and field based study engage candidates in re-assessing and reallocating existing resources to more effectively meet needs. Candidates develop plans to marshal, coordinate and align resources including human, fiscal and facilities in order to effect optimum democratic processes and outcomes for students and the whole school community. As advocates for student safety, candidates learn professional responsibilities of site mandated reporting in the following courses:

EDAD 610 Communication Skills for School Administrators
EDAD 613 Management of Funds and Facilities
EDAD 614 The Law and Education

5(d) The program provides each candidate with an opportunity to understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.

Candidates apply basic school law principles and theory to actual situations in a variety of current educational contexts involving board governance, students, personnel and finance. Current school or district documents (student handbook, district discipline and attendance policies and other) are reviewed for compliance with law. Candidates backward map actual practice to describe the enacted policy, compare such policies with written policy and regulation and propose improvements. See syllabi for the following courses:

EDAD 614 The Law and Education
EDAD 613 Management of Funds and Facilities

5(e) The program provides each candidate with an opportunity to (1) learn about federal state and local laws, policies and practices that ensure appropriate accommodations for students with various learning styles and students with disabilities, and (2) understand the role of the site administrator in monitoring and implementing these provisions of law.

Candidates identify and discuss major legal issues confronting public schools, administrators and teachers. Court cases are analyzed as well as statutory provisions relevant to school governance and educational delivery. Candidates learn and practice supervision and facilitation of teacher knowledge development that result in improved performance by diverse students. Candidates explore their own biases in relation to continuous development of vision for learning and to the
concrete demands and requirements of categorical programs and special education statute and policy. Practice opportunities are provided for leading IEP meetings in a manner that results in both legal compliance and the most powerful learning system possible for each student. See syllabi for the following courses:

**EDAD 614 The Law and Education**
**EDAD 613 Management of Funds and Facilities**
**EDAD 611 Supervision and Staff Development for School Improvement**

5(f) The program provides each candidate with an opportunity to understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.

Candidates examine, discuss and engage with collective bargaining language through classroom simulations and case studies. Focus is placed on grievance, evaluation, transfer and assignment and specific classified job descriptions. Concepts relating to interest based employer-employee relationships related to schooling in a democratic society is introduced. Compliance with agreed upon policies is related to ethical management, supervision and leadership. See syllabi for the following courses:

**EDAD 612 School Leadership**
**EDAD 613 Management of Funds and Facilities**

5(g) The program provides each candidate with an opportunity to understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democracy.

Democratic practices that emphasize support of nurturant pedagogy and respect for all students and their families are emphasized throughout the program. Candidates explore and learn about their own biases and perspectives. Community assessment that leads to understanding the hopes and dreams of diverse families engages candidates in the re-assessment of their visions for learning. Candidates apply concepts of equitable allocation of resources and application of the vision through predicting teacher analysis of barriers to specific subgroups of students. Driving deeper into the issue, candidates also practice assisting teachers, through inquiry and reflection, to
seek out practices and curriculum that can lead students to overcome barriers while respecting and celebrating diverse culture. The courses below provide candidates with these opportunities:

**EDMA 604 Foundations of Democratic Education**
**EDAD 610 Communication Skills for School Administrators**
**EDAD 611 Supervision and Staff Development for School Improvement**

**Standard 6: Opportunities to Learn Instructional Leadership**

The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in the standards of candidate competence and performance in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III.

The curriculum of the leadership program is designed to be a systematic and comprehensive preparation for teacher leaders providing candidates with multiple opportunities to learn, practice, and reflect on the role of instructional leader. The structure of the program and its developmental sequence are seen in the CSU, Chico School Leaders’ Cadre Block (see Program Information and Tables, tab 2). Early in the program, candidates take **EDAD 612, School Leadership** to begin development of an inspiring, shared vision of student learning and achievement that is based on democratic principles and supported by the school community. The vision undergoes continuous revision throughout the program and becomes part of transition point assessments at mid-program and exit points. An introduction to the knowledge skills and dispositions necessary for successful school leaders also occurs in this entry course. Candidates are introduced to program development, staff and curriculum development and supervision, community relationships and responsibilities, legal aspects, budget and finance, vocational and adult education, always with a focus on the improvement of the teaching/learning cycle to ensure that all students succeed in the public school is an increasingly complex challenge. The theme of schooling in a democracy society and issues of equity, diversity and access that begin at program entry thread through subsequent Cadre system courses. Technology skills and structured field embedded assignments
are also integrated throughout the course system. Subsequent courses in the Cadre system are
designed to emphasize a particular competency while deepening candidates’ understandings of
the core issues and themes. The capstone course, **EDAD 615, Field-based Accountability** (see
Syllabi, tab 12) provides candidates with an opportunity to apply their knowledge of problems of
high stakes accountability, ethics, equity, adequacy, intended and unintended consequences
related to school improvement and successful school leadership for democracy. Having analyzed
an existing field based accountability system for ethics, student learning and teaching based on
student learning standards (California content standards), candidates propose improvements to an
existing field-based accountability system.

The Cadre Leaders’ program assessment system begins at program entry and continues
throughout all course and fieldwork (see Standard 9 response). Standardized assessments called
anchor assignments are connected to coursework, measure multiple competencies, and are scored
with rubrics (see Assessment, tab 2). For the mid-program assessment each candidate presents his
or her portfolio with a *personal/professional statement of progress* to a panel of Department
Chair, faculty, program coordinator, practitioners, advisory board members, and field supervisors.
Progress towards the **program standards** and **CPSELS** are reviewed at this time. By design, the
assessments incorporate multiple perspectives. The panel uses the mid program progress rubric
and provides direction and feedback for changes and focus in the professional growth plan (see
Assessment, tab 3). At program completion, a final exit interview takes place. Gaps or needs for
remediation revealed at the mid program assessment are examined by advisors addressed
satisfactorily by each candidate prior to this summative presentation. Both formative and
summative assessments throughout course, field, and program encourage self-reflection and
professional growth awhile addressing the full range of competencies described in Category III.
A matrix that identifies the multiple opportunities Preliminary Administrative Credential
candidates have to learn instructional leadership provides an overview of this information.
including which courses address sub-elements of each element (see Program Information and Tables, tabs 6 and 7).

6(a)  **Shared Vision of Learning**  The program provides an opportunity for the candidate to learn to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.

Developing and sharing a vision of learning is a process that occurs over time. At stake is the role of the role of the principal in school and community settings; the influence of values and beliefs in leadership actions; the principal as instructional leader and facilitator of learning; understanding and the ability to lead change initiatives, educational reform and restructuring, and advancing personal and professional growth.

The identification of beliefs serves as an anchor assignment in almost all administrative course work and is included as part of the exit portfolio. But more than identification, candidates are expected to challenge on another about their beliefs and to describe how “their school” will "look” based on their beliefs. Such visioning helps students to understand the importance of culture, norms, and communication in their work.

Candidate outcomes include embracing and modeling core democratic values and strive to live and lead by them, and creating, maintaining, and promoting shared visions for a democratic school environment that supports strive to ensure the academic and personal success of all members of the school community. Courses that contribute to the development of candidates’ vision include:

- **EDAD 612 School Leadership**
- **EDMA 604 Foundations of Democratic Education**
- **EDAD 610 Communication Skills for School Administrators**
- **EDAD 614 The Law and Education**
- **EDAD 609 Leadership for Educational Equity and Access**
- **EDCI 601 Curriculum Development and Instructional Design**

6(b)  **Culture of Teaching and Learning**  The program provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school culture and instructional program that is conductive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted
academic content standards, frameworks and instructional materials as well as assessment and accountability systems.

Through multiple opportunities in course and fieldwork candidates meet the program outcomes of building trust throughout the school community based on meaningful work and guiding and facilitating the development of a sound curriculum that meets the needs of a diverse population of students and is based on state adopted standards and accountability systems. They also practice analyzing instruction in a collegial manner with professional faculty to make recommendations that lead to improved performance and build the capacity of all educators. See syllabi for the following courses:

- **EDAD 612** School Leadership
- **EDMA 604** Foundations of Democratic Education
- **EDAD 610** Communication Skills for School Administrators
- **EDAD 614** The Law and Education
- **EDAD 609** Leadership for Educational Equity and Access
- **EDCI 601** Curriculum Development and Instructional Design
- **EDCI 602** Assessment and Evaluation of Learning
- **EDAD 613** Management of Funds and Facilities
- **EDAD 611** Supervision and Staff Development for School Improvement
- **EDAD 615** Field-based Accountability: Managing for Learning (capstone course)
- **EDMA 696** Synthesizing Experience in Education (MA degree culmination)

6(c) **Management of the School in the Service of Teaching and Learning**  
The program provides an opportunity for the candidate to learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. The program includes the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community.

In California, responsibility for student, faculty and school achievement will increase as it devolves to principals. Allocating resources in a manner that results in the improvement of learning for all stakeholders through collegial processes is crucial to each leader’s success. The following courses provide candidates opportunities to blend and apply leadership and management concepts:

- **EDAD 612** School Leadership
- **EDAD 610** Communication Skills for School Administrators
- **EDAD 611** Supervision and Staff Development for School Improvement
6(d) Working With Diverse Families And Communities The program provides an opportunity for the candidates to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community needs; and mobilize community resources in the service of student achievement. In this regard, the program offers the candidates an opportunity to examine and evaluate their attitudes towards people of different races, cultures, and ethnic backgrounds as well as examine their attitudes towards sexual orientation and individuals with disabilities so they will be able to be an effective leader in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic status and ethnic backgrounds, and treat them with fairness and respect.

One of the guiding principles of American Democracy is the ideal of equal opportunity. Yet the quality of education available to children varies greatly depending on a number of variables including where they live, their mother’s level of education, the family income, the color of their skin, their gender, the language they speak, and the advocacy of their parents or guardians. If we are to prepare children to be successful and contributing members of society they must experience high quality learning environments and they must be taught by highly qualified teachers, regardless of their different backgrounds. Equal opportunity, while important, is not enough. Educators must ensure that all students are successful regardless of their backgrounds, demographic characteristics, learning preferences, or special needs. Thus it is critically important for school leaders to understand who these students are and how students can be and sometimes are marginalized. Teachers and administrators must be aware of challenges and advantages inherent in a diverse and pluralistic society. Administrators must provide the leadership to meet those challenges. Leaders must be able to identify and put into place strategies that ensure learning and social justice for all students. The following courses provide the candidate with the opportunity through leadership to provide an equal opportunity learning environment for all students:

EDAD 612 School Leadership
EDMA 604 Foundations of Democratic Education
EDMA 610 Introduction to Inquiry In Education  
EDAD 610 Communication Skills for School Administrators  
EDAD 614 The Law and Education  
EDAD 609 Leadership for Educational Equity and Access  
EDCI 601 Curriculum Development and Instructional Design  
EDAD 613 Management of Funds and Facilities  
EDAD 611 Supervision and Staff Development for School Improvement  
EDAD 615 Field-based Accountability: Managing for Learning  

6(e) Personal Ethics and Leadership Capacity The program provides and opportunity for the candidate to examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families. The program provides an opportunity for the candidate to practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. The program provides an opportunity for the candidate to examine site and district responsibilities with regard to students with special needs. The program develops each candidate’s ability to effectively act as a spokesperson for the school to the extended school community. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; and develop mechanisms for sustaining personal, motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.  

CSU, Chico Leaders Cadre includes as candidate outcomes that leaders will exercise legal and ethical responsibility and engage in continual professional renewal as a reflective practitioner. In addition, they must accept the role of the school leader as a moral steward of both the school and community. Each of these outcomes must be demonstrated by the candidate upon completion of the program. The courses below provide candidates with the opportunity to develop their personal ethics and leadership capacity:  

EDAD 612 School Leadership  
EDMA 604 Foundations of Democratic Education  
EDAD 610 Communication Skills for School Administrators  
EDAD 614 The Law and Education  
EDAD 609 Leadership for Educational Equity and Access  

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

As stated in the introduction of this document, programs in the Department of Education are guided by the belief that an effective social and political democracy provides the greatest opportunity for the success of a diverse society, characterized by community values such as membership, respect, caring and trust, and by the belief that the essential role of education is to prepare people for lives as active, contributing members of democratic communities. The concept of democracy, the needs of communities, the role of education, and the preparation of young people to live a democracy are complex. Therefore, many opportunities to examine the larger context of schools and leadership are provided. Candidates gain insight and perspective about public perception and understanding of increasingly complex political, social, economic, legal and cultural issues confronting public schools in the courses listed below:

- **EDAD 612** School Leadership
- **EDMA 604** Foundations of Democratic Education
- **EDAD 610** Communication Skills for School Administrators
- **EDAD 614** The Law and Education
- **EDAD 609** Leadership for Educational Equity and Access
- **EDCI 601** Curriculum Development and Instructional Design

**Category II: Field Experiences in the Standards**

**Standard 7: Nature of Field Experiences**

|In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experience both in the day-to-day functions of administrators and in longer-term policy design and implementation.

There is little debate that experience is a necessary condition for the development of expertise.

Kolodner (1983) describes the evolution from novice to expert this way,
When a person has only gone to school and acquired book knowledge, he is considered a novice. After he has experience using the knowledge he has learned, and when he knows how it applies both to common and exceptional cases, he is called an expert . . . Experience serves to turn unrelated facts into expert knowledge. (p. 498)

The field experience in the Preliminary Administrative Services Credential Program is carefully designed to extend the ideals and beliefs reflected in the CSU Chico School of Education conceptual framework as well as the California Professional Standards for Educational Leaders. By design, these field experiences allow students to build an experience base by turning theoretical knowledge and unrelated facts into tacit, useful knowledge—in other words, to begin to develop expertise. This happens in three ways. First, job-embedded field assignments are a component of every EDAD program course; these assignments require student to interact frequently with credentialed administrators in a variety of school environments around specific course content. Second, field-based learning is shared through the use of technology (WebCT postings, chat rooms, discussion groups, email) which fosters a candidate networked community support system. Third, near the completion of the program, after receiving approval from the Credential Candidate Committee, each candidate enrolls in a 3-credit field experience course (EDAD 615) in which they spend significant and extended time practicing the work of school leaders at the school, district, or county site. Information about these three components is woven throughout the narrative response to each of the elements, below.

7(a) The field experience responsibilities are closely related to the job performance requirements of administrators.

During both job-embedded course-specific assignments and the three-credit hour field-work course, EDAD 615 Field-based Accountability: Managing for Learning each candidate participates in shadowing experiences, observing, documenting, discussing, and reflecting upon what was learned from that experience and how it was similar to or different from what was discussed in EDAD program courses. A major purpose of these job-embedded assignments is to help ground course discussions of theory and research in the world of practice while exploring
areas for growth and exposure. A few examples of job-embedded field assignments integrated into each EDAD program course are identified in the table, below, to document the relationship of the assignment to job performance requirements.

**Field Embedded Assignments Table**

<table>
<thead>
<tr>
<th>Course</th>
<th>Typical Field Embedded Assignments Integrated in each EDAD Program Course</th>
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| **EDAD 610 Communications & Community Building** | • Review with principal what currently exists, then create a newsletter or some other form of communication (website; brochure; etc.) for parents and community members about standards and student learning; critique with peers in class, with principal and with one or two parents or community members—then do it!  
• With ELL coordinator, review site communication plan for communicating with parents whose primary language is other than English;  
• Review the principals welcome-back letter to staff and staff meeting agenda, then draft your own as if you were the new principal  
• Discuss and then participate with administrators in home visits to improve parent/school relations. These will take place in diverse educational settings. |
| **EDAD 611 Supervision and Professional Development** | • Observe a teacher with your principal (get permission first) and then share observations—where was there agreement? Where differences?  
• Plan out a post-observation conference and review it with an administrator, do it, then ask the teacher for input and feedback; write up the highs and lows of the conference and a plan for how to be more effective “next time.”  
• Discuss the purpose and methodology, then shadow a principal doing 5-minute in-and-out classroom observation, discuss with principal what was observed and the value of that observation methodology |
| **EDAD 612 School Leadership for Learning** | • Interview principals about their beliefs, school culture, norms—then observe for those indicators and write-up your observations and learnings  
• Interview principals re: scheduling of time, priorities—write that up. Then observe and monitor for time spent on priorities. Do a discrepancy analysis. |
| **EDAD 614 The Law and Education** | • Observe a suspension/expulsion hearing; review administrative action re: legal procedural requirements. Write-up and share if appropriate.  
• Discuss the purpose and process, then participate with administrators (or truancy officer) in home visit  
• Review student handbook in relationship to Education Code and other requirements. Discuss procedures with administrators. Identify revisions and draft and present to site |
A more detailed and comprehensive list of job-embedded assignments can be found in each course syllabi. Note that each job-embedded assignment is nested in course content and requires the application of course content to site leadership responsibilities. Many require interaction with site-level administrators and an analysis of effectiveness; each provides the opportunity to reflect on and revise performance in anticipation of future work as an administrator.

In addition, near the beginning of EDAD 615 Field-based Accountability: Managing for Learning candidates work with their university supervisor and site supervisor and/or mentor to develop a field experience plan for the approximately 90 hours of in-depth field work required for this experience. This individualized plan must (a) be comprehensive (i.e., multiple sites, programs, levels, organizational entities, and demographics), (b) address both the strengths and learning/ experience needs of the candidate, and (c) be tied to the California Professional Standards for Educational Leaders (CPSELs), as well as address NCATE and CCTC standards.

While built on the site-based job-embedded field experiences of each required EDAD course, the field plan fosters a broader and deeper understanding of the work and responsibilities of educational leaders. The 3-hour field experience course EDAD 615 Field-based Accountability: Managing for Learning also provides an opportunity to stretch students into new areas, thus to nurture the development and use of skills and competences essential in leadership as well as in managing the day-to-day operation of the school. The plan is reviewed, revised, and formalized during the initial and subsequent meetings of the candidate, mentor, site, and program supervisor. This plan becomes the basis for each candidate’s deep reflection and professional development throughout career stages. It forms the foundation of each candidate’s journey towards leadership for democracy.
In addition, Field experience students are expected to participate in chat rooms, to post to discussion boards and to attend seminar meetings where plans are discussed, learnings shared, and support systems reaffirmed. As part of the course documentation students keep a log of their activities and a journal in which they reflect upon the experiences and learning that occurs during their fieldwork. Students are expected to write regularly in their journal and to email it to their university supervisor for comments, questions, feedback, and follow-up. This on-going, interactive reflection and sharing often reveals new areas of focus for the field experience. Conferences, site visitations, and observations are scheduled to address questions or issues of concern that are identified through journaling or seminar experiences and to support faculty understanding of the contexts in which candidates are situated and provide a visible presence of leadership development in schools (see Syllabi, tab 12).

7(b) Linkages are made between the field experiences and the content of coursework in school administration.

As noted in element 7(a), and identified in Field Embedded Assignments Table, field-embedded assignments are closely tied to course content and provide situated-learning opportunities for candidates to try-out new learning in the school, district or county environment. Further, as students discuss and share their experiences and learning, either in-person or on-line, they are able to draw on one-another’s experiences thereby building a larger database of experience from which to generalize—thus contributing to their development of expertise.

7(c) The program provides appropriate, on-site direction to the quality of the field experience assignments, including identification of an on-site and/or school-based mentor.

Field students are mentored and supervised on site by local school or district level administrators who, themselves, are credentialed in the state of California. Information is provided to these supervisors through personal communication, in meetings, on web sites, and via email about the expectations for candidates during their field experience and about their role as site supervisor.
Orientation materials are provided and an orientation meeting is held yearly for site supervisors; they are invited and welcomed to attend field seminar meetings and have access to the Website for field experience students. In addition, several field-based “mentors” have also been identified in the service area. These are individuals who are recognized for their expertise in a given area and who have agreed to serve as mentors in their areas of expertise to prospective administrators (see Support Material, tab 4). They typically work with three, four, or five candidates throughout a semester and often maintain contact well beyond the semester of field experience.

Because this 3-credit course requirement is a mentored, supervised experience it provides prospective administrators multiple opportunities to learn from various professionals in the field, and to practice and rehearse skills they are likely to need in the future as they assume more demanding leadership roles.

Field students are also supervised by Educational Administration and Leadership program faculty, each of whom possesses many years of site, district, and/or county level administrative experience, doctoral degrees in educational administration, and teaching expertise. Their credentials have been reviewed and accepted by the university and the graduate college prior to employment.

7(d) Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator.

Each field plan in EDAD 615, and thus each field experience, is unique, based on each candidate’s identified needs and interests, but all are designed to include a variety of settings (elementary, middle, and high; low and middle SES; diverse populations including special needs [sped] and English language learners; and rural isolated districts as well as small city districts) and organizational entities (school site, district office, county office of education). Each
candidate’s plan much also reflect a significant amount of time in one setting in which they experience a wide range of typical responsibilities.

7(e)  Authentic and significant experiences addressing a variety of school levels and a variety of school settings are required for each candidate, including field experience, at least one of which involves a site with a diverse school population.

Some job-embedded course assignments require candidates to seek-out leadership issues in diverse sites—particularly in schools with greater diversity in the student population than at the sites in which they typically work. In the Chico and surrounding northstate area diversity typically shows up in culture and language differences, class (SES) differences, or learning differences (special needs students). Some job-embedded course assignments require candidates to seek out these sites to do observation, shadowing, interviewing, or other assignment-specific activities. Faculty assists as needed. In addition, during both job-embedded course assignments and the three-credit EDAD 615 field experience course candidates are required to spend time at sites, locations, and levels with which they are less familiar—high school candidates spend time in elementary buildings and vice versa. All candidates spend time at the school, district, and county office levels. The goal of these assignments is to help candidates develop a greater understanding and appreciation for differences as well as the recognition that diversity may require different leadership behaviors and the utilization of other resources. All observations and learnings are documented three ways: in reflective journal entries, in the log of completed field-plan activities, and in candidate annotated materials that reflect the thinking and learning from the experience.

7(f)  Field experiences include opportunities to deal with long-term educational policy issues in the school or district.

In many job-embedded course assignments candidates are encouraged and/or required to review policies and procedures related to course content and to suggest policy or procedural revisions based on new knowledge including research findings and/or changes in the law (for example). Further, in dealing with differences in student performance (achievement) candidates are
encouraged and expected to review policy that might, at least in part, account for such
differences, such as the practice of suspending students for excessive tardies—which, of course,
only leads to a denial of opportunity to learn and thus lower achievement/ performance on norm-
referredenced tests; or the practice of retention-in-grade of low performing students.

7(g) For an internship program, an assessment of the internship assignment is made to
determine what additional experiences need to be planned for the candidate to provide a
full range of administrative experiences.

Each intern works with a collaborative support team of EDAD faculty and a site mentor to
incorporate the intern’s specific job description into an individualized development plan that
guides the work of each candidate.

Opportunities for fieldwork in diverse settings are provided for all candidates, including interns.

Fieldwork has been adapted to include release days scheduled for job shadowing aligned with
specific areas of the CPSELs. For instance, an intern would shadow the business manager in a
management meeting regarding budget development. Special one-day seminars on campus or at
regional county offices are schedule among faculty, mentor and candidate for the twin purpose of
balancing theory with practice and to regularly assess and retarget the intern development plan.
Fieldwork also includes time spent on campus at a partner school that enjoys a rich population of
diverse learners. Interns will not rely solely on the experience they gain at their own school, but
they will be brought into the practical side of real world of diverse cultures, assessment and
learning.

7(h) For an internship program, specific supplementary administrative experiences are
assignment to
interns on the basis of the above assessment.

See 7(g) above
Summary

At the conclusion of this experience students document and discuss the work accomplished as outlined on their field plan, share (with peers, mentor, site and university supervisor and the program Credential Candidate Committee) the notebook of materials they have assembled from their fieldwork experience that will assist them in their leadership endeavors, and write a summary and reflection of learnings based on their field work. Finally, they set goals for their on-going professional development.

The notebook provides a portfolio of candidate growth and learning in relation to required EDAD course work and program standards and becomes a key facet of assessment of candidate progress and development. Additionally, the portfolio represents a vital and public artifact of the expression of each candidate’s leadership role as lead learner. The electronic portfolio provides a pathway for on-line community of learning for each cohort.

Standard 8: Guidance, Assistance and Feedback Nature of Field Experiences

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

Learning depends on feedback. In a 1996 video-presentation on assessment practices Grant Wiggins noted, “Nobody masters a complex task the first or second time out. Our learning depends on feedback and opportunities to use it.”

Feedback is in integral aspect of both course-embedded field experience assignments and of the three-credit hour field experience course candidates take near the end of the program (EDAD 615). Candidates receive feedback on their work in several ways: (1) personalized, written comments and questions directly from the course instructor; (2) face-to-face questions and
comments from the instructor during individual conferences, in small group situations, or in
WebCT chat-room or discussion postings; (3) from the site-based supervisor or mentor in
debriefing a specific job-embedded task; (4) from both the university and site-based supervisor
during a formal summative conference near the end of the field experience or earlier if needed;
(5) from on-going self-assessment of their own performances; and (6) from peer feedback.

Wiggins (1996) also reminds us that “feedback depends on models. You attempt a performance in
light of a known standard or exemplar. You then compare your work against that of the expert or
peer high achiever. That’s how people improve—comparing their work to model performance.”

As our focus is on learning and improvement we have identified models, exemplars if you will, of
student work that are available for review. Several written examples are posted in specific course
WebCT sites (see, for example, models of exemplary journal writing on the EDAD 615 Field-
based Accountability: Managing for Learning WebCT site). For job-embedded field assignments
or for field experience apprenticeships a list of exemplary local-area administrators—principals,
assistant principals, curriculum directors, human resources directors, staff development
coordinators, and superintendents-- is available for candidates. These local area administrators are
known in the field for holding firm beliefs that all children will learn and systematically working
toward that goal. They are well-networked, up-to-date, and committed to continuous
improvement. Candidates are encouraged to make contact with, observe, interview, shadow, work
with, and learn from these individuals in both formal and less formal learning environments.
Feedback from these well-respected leaders is a powerful learning tool for program credential
candidates.

8(a) Guidance, assistance, and feedback encompass all of the components of the Standards of
Candidate Competence and Performance in Category III which occur in the field
experiences.
During the field apprenticeship experience, one of the important roles of the site supervisor and mentor is to provide regular and on-going feedback to candidates regarding their knowledge, skills, and personal competencies. This is explained in the written orientation information, and includes the suggestion that time be set aside on a regular basis to provide feedback and debriefing opportunities for candidates. While general feedback is of some use, it is the specific feedback candidates receive relative to their field plan—a plan designed around the California Professional Standards for School Administrators—that really speaks to candidate competence of the performance standards in Category III. During feedback and debriefing meetings, and in addition to the regular conversation, candidates are expected to respond to the following three questions:

1. How do you feel about your administrative leadership apprenticeship experience to date?
2. What have you learned that will help you when you’re in a leadership role yourself?
3. What else do you need to learn—what is your focus now?

Candidates also make regular entries (approximately three per week) in the journals they keep during their field apprenticeship. These journal entries reflect upon candidate learning from their field experience activities and are shared with their university supervisor every two weeks. The university supervisor responds to the journal—reflecting on the learning, asking clarifying or thought-provoking questions such as “What would you do if…” Helping make connections between the learning and the CPSELS, and scheduling individual conferences when areas of concern are identified. Finally, near the end of the field experience course, **EDAD 615 Field-based Accountability** candidates are asked to use a rubric and reflect upon their own learning and potential skills as future school administrator (see syllabi, tab 12). This reflection is used in conversation with both the site and university supervisor to help the candidate self-evaluate their own performance and set goals for their future professional development.

8(b) The support and assessment of each candidate is coordinated effectively between the candidate’s supervising administrator(s), program supervisor(s) and the candidate.
In **EDAD 615** the coordination of feedback happens in several ways. First, at the mid-point review the candidate’s knowledge, skills, and competencies are assessed by the Credential Candidates Committee. Among other data the committee reviews the materials provided by the candidate. These materials include a log and sample job-embedded field assignments from EDAD courses and information from the site supervisor. If the candidate receives a positive assessment they are able to continue in the program and are eligible to register for **EDAD 615 Field-based Accountability: Managing for Learning**.

At the start of **EDAD 615 Field-based Accountability: Managing for Learning** the candidate, site, and university supervisors review the CPSELs and discuss goals for the development of an individual field plan. Using that feedback the candidate develops a field plan to address the candidate competencies identified in the CPSELs. The candidate shares his or her plan with both the site and university supervisors who review it, debrief field activities with the candidate, review the candidate’s notebook of materials related to learning and leadership (and organized around the CPSELs), provide feedback and suggestions about candidate performance, and identify future work and professional goals for the candidate to consider.

Coordination and communication among the candidate, site, and university supervisor is furthered in other ways as well. For example, orientation materials provide for contact information for both the site and university supervisor including electronic communication information (email, work and home phone numbers, and WebCT information), and this is used when issues of candidate performance arise. In addition, web-based chat room discussions are held throughout the semester and at least two seminar meetings are scheduled each semester with field students—site supervisors and mentors are encouraged to attend. Finally, meetings are scheduled with candidates and both site and university supervisors on an as-needed basis to deal
with concerns or recommend programmatic changes if deemed appropriate. The candidate, site supervisor, or university supervisor can request such a meeting.

8(c) Information given to each candidate about their performance accurately and fully describes strengths and weaknesses and provides constructive suggestions for improvement.

Feedback and information is provided to each candidate in several ways. Each EDAD professor provides individual and on-going feedback to each candidate as they complete job-embedded field assignments in required EDAD program courses. This feedback generally includes a self-assessment component and an opportunity to re-do or refine a performance.

Candidates also receive regular and on-going feedback about their EDAD 615 Field-based Accountability: Managing for Learning field plan activities based on their journal entries, their WebCT postings, and their individual discussions with their university faculty supervisor. Written feedback on journal entries often includes questions: to clarify the event, to extend the learning, to pose alternative actions, or assess candidates’ ability to appropriately generalize. The journal both allows for and requires continuous use—thus candidates respond to the questions, opening the door for more and more feedback and suggestions for improvement.

Field-seminars held throughout the semester in which EDAD 615 Field-based Accountability: Managing for Learning is taken allow students to share with one-another and learn from each other, providing another forum for both giving and receiving feedback. This is a powerful methodology, as candidates often are challenged by the work of their peers and are motivated to take on new challenges.

8(d) The final field experience evaluation is made by the program supervisor with the involvement of the supervising administrator and the candidate.

Near the end of EDAD 615 candidates meet with both their site and university supervisors to assess and evaluate their performance. Specific feedback about the candidates’ completion of
their field plan and their performance in field-based activities is shared, growth goals and professional development is recommended. In the rare instance when the candidate has been unsuccessful remediation or a different course of action is also recommended.

In addition, and as noted previously, candidates participate in both a mid- and end-of-program assessment (see Standard 9) wherein the site supervisor’s feedback is solicited and welcomed. Both the mid- and end-of-program assessments present opportunities for program faculty and site administrators to provide feedback about the candidates’ performance and to recommend individual goals for professional development.

**Category III: Standards of Candidate Competence and Performance**

**Standard 9: Assessment of Candidate Performance**

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Standards 10 through 15 of Category III. Satisfactory performance is defined as achieving at least minimal competence as expected for entry-level administrators, and appropriate for the developmental stage of each candidate. During the program, candidates are guided and coached on their performance in relation to the standards of candidate competence and performance using formative assessment processes. Verification of candidate competence is provided by a representative of the program sponsor and at least one district supervisor.

The administrative program builds competencies by linking assessment to teaching and candidate learning throughout course work, field study and individual candidate reviews. The coherent assessment system accounts for varying rates of developmental stage and competency among candidates through formative and summative checkpoints. Through the assessment system, all candidates are guided systematically toward the goal of becoming deeply knowledgeable, reflective and action oriented leaders who use tools of inquiry in the improvement of schools for democracy.

9(a) Candidates are assessed through the use of formative assessments embedded throughout the program and a summative assessment at the program’s conclusion. Candidates are informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment,
and provided timely feedback on their performance in relation to the standards of candidate competence and performance in Category III.

**Program Entry Assessment**

Each candidate is assessed individually at program entry based on his or her written application, letters of recommendation from administrative employers, transcripts, written statement of purpose and interview with a panel of practitioners, Department Chair, program coordinator, program supervisors and faculty. The mainly formative entry process provides a baseline of candidate knowledge, skills and dispositions that are employed in the development of the initial self-assessment and personal/professional growth plan.

**In Program Assessment**

As candidates progress through the program, the feedback on performance is initially received from faculty in coursework and from supervisors in field study. A portfolio provides evidence for the active link between coursework and fieldwork and is organized around CPSELS.

Coursework assessment is both formative and summative. Learning activity success is evaluated using program rubrics. Such rubrics have been developed for classroom presentations, simulations, scholarly writing, classroom participation and key anchor assignments.

Self-reflection is a key facet in candidate formative assessment and represents an explicit expectation for post program assessment. Reflective writing begins with a journal format that provides authentic subject matter from the field for classroom and peer analysis. The reflective research journal from the MA program culminating experience provides the crucial link between research and practice for school leaders and supports candidates to carry the inquiry perspective to the field.
Fieldwork assessment is heavily formative. Feedback is provided by faculty supervisors, field supervisors, coaches and mentors. Results of feedback are interpreted in regular meetings with the field supervisor and faculty advisor, and are reflected in each candidate’s professional growth plan.

**Mid Program Assessment: Rubric and Plan**

Candidates receive both formative and summative assessment information from multiple perspectives at this key stage. It is in the mid program assessment process that variation in candidate performance is systematically evaluated to ensure appropriate progress towards competencies.

Each candidate presents his or her portfolio with a *personal/professional statement of progress* to a panel of Department Chair, faculty, program coordinator, practitioners and field supervisors outlining his or her progress towards the **program standards and CPSELS**. The panel uses the mid program progress rubric and provides direction and feedback for changes and focus in the professional growth plan. Outcomes may include:

a. continued in program

b. continued with additional work to make up gaps in knowledge, skills or dispositions,

c. continued progress with remediation or improvement activities tailored to improve performance in specific competencies,

d. denial of continuation in the program.

e. Discussion of department appeals process.

**Program Completion Assessment:**

Envisioned as a celebration, this presentation of the professional portfolio and *personal/professional statement of leadership* to a panel of faculty, including the Department Chair and program coordinator, practitioners and field supervisors, brings together the evidence that supports the recommendation of the department for the Administrative Credential. Gaps or
needs for remediation revealed at the mid-program assessment are examined by advisors and addressed satisfactorily by each candidate prior to this summative presentation.

At the completion of the program, competencies based on the CTC standards and CPSELS are ensured and the Credential Candidates Committee can confidently recommend each candidate for the Preliminary Administrative Credential.

Candidates carry their new knowledge, skills and refined and deeply examined dispositions to application in the real world setting of schools.

**Post Program Assessment**

Upon completion of the MA and credential in Educational Leadership and Administration, and appointment to a leadership position, candidates join a network of regional school leaders with deep connections to CSU, Chico and among each other. As such, collegial research projects, presentation, survey, chat rooms, committee work and conference attendance become the norm.

A key function of the network is the continuous improvement of the university program for preparing future school leaders.

9(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the standards of candidate competence in Category III. Candidates are assessed using documented procedures or instruments that are clear, fair and effective.

Summative and formative assessment is provided as students progress through the program. Each candidate presents his or her portfolio with a personal/professional statement of progress to a panel of faculty, program coordinator, practitioners and field supervisors outlining his or her progress towards the program standards and CPSELS. The panel uses the mid-program progress rubric and provides direction and feedback for changes and focus in the professional growth plan. Outcomes may include:

1. continuing in program
2. continuing with additional work to make up gaps in knowledge, skills or dispositions,
3. continuing progress with remediation or improvement activities tailored to improve performance in specific competencies,

4. denial of continuation in the program.

Summative Assessment of candidates takes place at the conclusion of the program with the presentation of the professional portfolio and personal/professional statement of leadership. The presentation is made to a panel of faculty, program coordinator, practitioners and field supervisors who bring together the evidence that supports the recommendation of the department for the Administrative Credential. Gaps or needs for remediation revealed at the mid program assessment are examined by advisors addressed satisfactorily by each candidate prior to this summative presentation. At the completion of the program, competencies based on the CTC standards and CPSELS are ensured and the department can confidently recommend each candidate for the Preliminary Administrative Credential.

9(c) The assessment is administered by the program sponsor and includes at least one program supervisor.

The Department Chair, as the program sponsor, along with University personnel including program coordinator and faculty, oversee program completion assessment in collaboration with supervisors.

9(d) The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination and written examination.

Assessment methods include portfolio presentation, samples of course work, samples of field work, reflective journal and course embedded anchor assignments. For all candidates, assessment methods are both formative and summative. Depending on the culminating experience pathway selected, create a reflective research journal, defend proposal and a thesis, take a high stakes written examination, or develop a practice-based project.

9(e) The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics for evaluating performance, an appeal process, and a procedure for candidates to repeat portions of the assessment as needed.
Rubrics, panel of experts and perspective of field, supervisors, coaches and EDAD faculty (see Assessment, tabs 1 and 3) provide evidence from multiple perspectives, gathered through multiple methods over time in the program for each candidate so that systematic, valid, reliable and fair decisions regarding candidate competencies can be made. Mid-program assessment provides each candidate the opportunity to revise, repeat or expand experiences in order to achieve competencies. The department appeal process is well established and provided in writing to each candidate at program entry.

9(f) One or more persons who are responsible for the program recommend candidates for the Preliminary Administrative Services Credential on the basis of all information of each candidate’s competence and performance.

Following summative assessment conducted by the Credential Candidate Committee and a check for completion of all requirements, the Department Chair or her designee recommends qualifying candidates for the Preliminary Administrative Services Credential.

9(g) Sponsor assures that thorough records of each candidate’s performance in the summative assessment are maintained.

Files are maintained thoroughly in accordance with department and college policy.

9(h) Program staff periodically evaluates the quality, fairness and effectiveness of assessment practices and uses assessment data as one source of information about the quality of the preparation of the program.

Upon completion of the MA and credential in Educational Leadership and Administration, and appointment to a leadership position, candidates join a network of regional school leaders with deep connections to CSU, Chico and among each other. Through surveys, advisory committees, engagement in faculty research, joint conference presentations, graduates work with university faculty and staff to further their own knowledge and enhance the effectiveness of their own leadership abilities and professional aspirations. A key function of the network is the continuous improvement of the university program for preparing future school leaders.

9(i) The program includes a clearly specified process for making credential recommendations and verifying that candidates have completed all requirements before recommending them for the credential.
See 9f above.

**Standard 10: Vision of Learning**

| Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. |

In her book *Enhancing Student Achievement: A Framework for School Improvement* Charlotte Danielson (2002) has helped educators to understand that what we do is influenced by three things: what we want, what we know, and most importantly what we believe. *Beliefs* are at the heart of a vision of all students learning well, and thus are a focus of the Preliminary Administrative Credential Program at CSU, Chico.

In each course candidates are required to identify beliefs and to describe what their schools would look like if their beliefs were realized. Candidates share their beliefs and descriptions with their colleagues, classmates, and professors. Candidates are challenged to explain and defend their beliefs and also to revise them based on their observations and experiences, their readings and conversations with classmates and professors, and the new learning that occurs in each class. Through such actions their beliefs become guiding principles and their comfort and confidence in sharing them grows. The process is iterative. In each course, as candidates acquire new content knowledge and are regularly challenged about their beliefs and vision, they update their belief statements and reflect upon their commitment to those beliefs. It is through this process that candidates are able to understand and articulate their vision of learning.

10 (a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

Using Danielson’s (2002) framework candidates articulate how they might lead school staff, parents, and community members in the development of a shared vision. They consider what they know—reviewing not only student achievement data and other measures of student learning (attendance, attitude, school culture, career goals, etc.), but also the research on learning.
teaching, motivation, attribution theory, leadership, school organization, and family involvement. These topics are researched and discussed throughout several courses (see course listings below). Candidates also consider what they want—safe schools, a positive school culture that includes everyone working hard, learning opportunities for students and faculty, and high student achievement—and how those wants align with community values. Beliefs grow out of the readings and discussion of what candidates know and want.

Perhaps most importantly, as candidates learn Danielson’s model of “believe, want, know, do” they recognize that as their knowledge-base expands (know) and as community desires unfold (wants), they must engage in a reflective updating process of their beliefs. That is, they must revisit their beliefs with the ultimate goal of re-confirming or revising them.

- **EDAD 610 Communication Skills for School Administrators**
- **EDAD 611 Supervision and Staff Development for School Improvement**
- **EDAD 612 School Leadership**
- **EDCI 601 Curriculum Development and Instructional Design**
- **EDCI 602 Assessment and Evaluation of Learning**

10(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.

Knowing and wanting are not enough. Administrators must have strategies for sharing and getting parent and community input and buy-in to a vision and for successful implementation. Learning to do this happens in several ways.

First, in field-embedded assignments candidates interview administrators about their vision then observe each site to identify evidence of that vision in action. They reflect upon their observations and identify how they might ensure the development of a shared vision and its implementation at the classroom, building, and/or district level in such a way that it is understood and supported by everyone.
Second, in courses candidates not only reflect upon and articulate their own beliefs and vision, but also learn and practice strategies for getting buy-in and implementing that vision. Specific strategies include but are not limited to: visioning and visionary leadership (EDAD 612), the change process (EDAD 610, 611, 612, EDCI 601), collective inquiry (EDAD 612, EDCI 601), effective communications skills, strategies, and processes (EDAD 610), conflict resolution and consensus building (EDAD 610), implementing standards-based school reform (i.e., implications for how we talk with parents and community members about student work, grades, school schedules, etc.) (EDAD 612, EDCI 601).

EDAD 610 Communication Skills for School Administrators  
EDAD 611 Supervision and Staff Development for School Improvement  
EDAD 612 School Leadership  
EDCI 601 Curriculum Development and Instructional Design

10(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.

In discussions of beliefs, visions, and implementation strategies candidates are always challenged by feasibility issues. Yet, they learn that their beliefs and visions must never be limited by the available resources of their own know how. Candidates are encouraged to do possibility thinking—to be relentless, to do, in Richard DuFour’s words, whatever it takes (2004). Thus, in coursework candidates identify important community resources and support systems and begin a conversation about what is needed so that all students learn well. In coursework candidates read and discuss models where resource and feasibility issues were overcome (for example see DuFour, et al. (2004) or the accelerated schools work of Hank Levin). In field-embedded assignments candidates interview local area administrators and identify and discuss resources and feasibility issues. Follow-up discussions of issues and effective resources and feasibility strategies occur in class and are posted on the website so everyone has access to successful ideas.

EDAD 612 School Leadership  
EDAD 609 Leadership for Educational Equity and Access  
EDAD 613 Management of Funds and Facilities

10(d) Each candidate can identify and address barriers to accomplishing the vision.
From their own teaching and leadership experiences as well as through class readings, discussions, and job-embedded field assignments candidates identify typical and atypical barriers to accomplishing the vision. These range from teachers’ statements of “been there done that” to parents concerns that the standards and expectations are “too high” for their child to everything in-between. Through readings, discussions, and observations candidates develop a philosophy of relentlessness and possibility thinking, they identify strategies to overcome barriers, and they develop a commitment to continuous improvement. This process begins in EDAD 612 School Leadership when candidates are required to examine barriers to accomplishing the vision and continues throughout the program, culminating in EDAD 615 Field-based Accountability: Managing for Learning, the capstone course.

10(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.

One of the greatest insights candidates acquire as they progress through the educational administration and leadership program is an understanding of the enormity and complexity of leadership: that it is not about scheduling and accomplishing several tasks, but rather necessitates much more integration and coherence. Thus, although specific content is generally allocated to a course or two, throughout the program candidates work to connect-up the learning from all previous courses in a way that is consistent with their beliefs and vision. Sometimes this leads to a new belief or to questioning, revising, perhaps even dropping a previously held belief. Through job-embedded field assignments and during the three-semester hour fieldwork course, EDAD 615 Field-based Accountability: Managing for Learning, candidates are able to observe and participate as school leaders address issues of integration, articulation and consistency of school programs and the vision. This topic is also probed during mid-course and end-of-program assessments.

10(f) Each candidate is able to use the influence of diversity to improve teaching and learning.
In identifying what they know and expanding that knowledge through a review of research on teaching, learning, motivation, and attribution theory candidates recognize that we are unique individual human beings. They also recognize that whether or not we look or speak differently, we all learn differently. That means instruction must recognize the value that each of us brings to the learning—whether it be a different learning style (visual, auditory, tactile, etc.), a different first language or language register (see Payne, 1998), a different culture, or any other of the many ways in which we are diverse. Candidates recognize it is the leader’s responsibility to set the expectations and model respect and value of differences while simultaneously emphasizing a commitment to all students learning well. In coursework (EDAD 611 Supervision and Staff Development for School Improvement, EDAD 612 School Leadership, EDAD 609 Leadership for Educational Equity and Access; EDCI 601 Curriculum Development and Instructional Design) candidates learn and practice “AND” thinking—using the strengths everyone brings with them to increase learning for all.

**Standard 11: Student Learning and Professional Growth**

> Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conductive to student learning and staff professional growth.

“For professional development to be meaningful to teachers and to lead to teacher renewal and instructional improvement, it must operate at two levels. First, teachers as individuals should have a variety of learning opportunities to support their pursuit of their own personal and professional career goals. Second, teachers as part of a school and district organization should together, define, learn and implement skills, knowledge and programs that achieve common goals of the organizations,” (pg. 393, Glickman, et.al.,2003).

Through program participation candidates develop as an engaged, reflective, action oriented learning community. The focus on democratic school culture and all students learning well inspires deeper commitment, professionalism, and collegiality and results in ambitious “stretch”
goals for students, faculty, staff, and leader learning. Candidates bring an inquiring stance to their new leadership role that relies on skills and knowledge gained in research, data collection, analysis, interpretation, and evaluation. Candidates are able to assist school staff in the translation and application of research-based knowledge, from both large-scale and local studies, to improve student learning, and in so-doing foster the development of on-site faculty expertise.

11 (a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards. Through program coursework and embedded field-work, candidates learn to analyze state and local accountability systems based on their knowledge of assessment, evaluation and student learning standards. Candidates apply theoretical knowledge in a capstone field based course, EDAD 615 Field-based Accountability: Managing for Learning by analyzing and proposing improvements to existing site accountability systems. Special emphasis is place on ethical application of accountability in high stakes assessment.

EDAD 615 Field-based Accountability: Managing for Learning
EDAD 602 Assessment and Evaluation of Learning

11(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.

Leaders for democracy rely on inquiry, discourse and critical study to engage site professionals in local research that results in new learning and action plans to apply the learning. Candidates gain a broad knowledge of the assessment and evaluation literature in coursework and apply their learning to their own practice as teachers and novice administrators. In order to translate local inquiry into improved instruction and student learning, candidates gain knowledge and skills in the areas of self-development, self-reflection, collegial sharing, clinical supervision and coaching. Leadership for instructional improvement is distributed among professionals and support staff throughout the school community. In the capstone MA course for one of the MA pathways, candidates develop meaningful in depth understanding of the existing literature and develop motivation and purpose to apply their new learning in their practice.
11(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.

Leaders for democracy ground their work in ethical practices including the use of multiple measures in order to more reliably understand the nature of student learners. Candidates employ both quantitative and qualitative methodologies to frame and facilitate inquiry. Candidates learn to insure that the assessments utilized in local improvement efforts must be both valid and reliable. This new knowledge and skill is applied both in classroom simulations and within course based field study on local issues and problems. Candidates focus on the key area of concern when interpreting large-scale information, assessments must be appropriate for learning methods and sensitive to instruction (Popham, 2005).

11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.

Candidates practice the identification of talents and interests among site staff and faculty resulting in distributed leadership and a culture of commitment, inquiry and high expectations for both students and staff. Formative supervision rests on principles of adult learning and on deep and ongoing discussions that translate vision into enacted purpose. Feedback through coaching, clinical supervision and collegial work teams provides data for growth plans as well as school wide professional development plans. Learning communities are explicitly discussed, reflected upon and achieved through planned activities that lead to bonding and binding (Sergiovanni, 2006) around the pursuit of mission and the vision of the school. Understanding the forces of leadership, including technical, human, educational, symbolic and cultural and their relationship
to the culture of schools (Servgioanni, 2006) gives aspiring administrators the theoretical base from which to approach field related assignments.

**EDAD 611 Supervision and Staff Development for School Improvement**

**EDAD 612 School Leadership**

11(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.

Candidates engage teachers in the development of long and short-term professional development with the purpose of improving teacher knowledge and student performance on standards. Candidates create and provide a mock board presentation of a professional development plan for the improvement of student learning on a standard identified through pre-assessment of school, department or grade level performance. The plan is based on readings, class discussion and reflective journal work. Understanding of reallocation of resources through specific categorical funds as well as marshalling community resources to align with the goals of the plan is a key facet of ensuring on-going growth of professionals at the school.

**EDAD 611 Supervision and Staff Development for School Improvement**

**EDAD 613 Management of Funds and Facilities**

11(f) Each candidate promotes equity, fairness, and respect among all members of the school community.

Leaders for democracy learn that equity demands new knowledge for teachers and support the school community in developing practices that bring success for all students. Beginning as teacher candidates, our leadership candidates learn the demands of equity represent a key American value that does not mean equal resources for all, but fairness for all. Candidates continuously assess themselves for bias and learn to examine school culture through the eyes of the broader community as well as diverse students and families. Candidates identify effective school based intervention programs, learn to broker the system for students who need additional or different support and engage in an activist project to address inequities in learning at a local school.


**EDMA 604** Foundations of Democratic Education  
**EDAD 609** Leadership for Educational Equity and Access  
**EDAD 611** Supervision and Staff Development for School Improvement  
**EDAD 612** School Leadership  
**EDAD 613** Management of Funds and Facilities

11(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.

Candidates study their communities and assess both written and enacted community relations policies in order to understand and appreciate the gap between the way schools are viewed by diverse community members and school employees. Candidates develop both communication and crisis plans that result in increased collaboration and inclusion of all publics in order to open the school as an inviting and inclusive institution. Parents and diverse members of the school community are afforded multiple opportunities to shape and guide school culture and bring expertise and knowledge to classrooms.

**EDAD 610** Communication Skills for School Administrators  
**EDAD 609** Leadership for Educational Equity and Access

11(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.

Candidates learn that their core role consists of leading for learning for the entire school community. They create professional development plans with the goal to improve student learning on specific standards through teacher learning. Multiple instructional strategies are applied to varied student learning issues targeted to deeper student understanding and more effective teaching. Through supervision and cultural development activities such as coaching, collegial grade level or departmental work groups and clinical supervision, candidates build and guide the continuous improvement of knowledge and skills in both teachers and all adult stakeholders in the school community.

**EDAD 611** Supervision and Staff Development for School Improvement  
**EDAD 609** Leadership for Educational Equity and Access
11(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.

Candidates learn to engage teachers in the learning required to implement new programs by bringing a perspective of inquiry as well as measurement of results. While candidates learn to frame problems of student learning in collaboration with teachers using varied tools of assessment, they also focus on their own personal perspectives, beliefs and biases as they seek to understand the needs of diverse students and teachers. The core function of instructional leadership is practiced through anchor assignments that raise awareness, knowledge, skills and support the commitment and dedication required to ensure that all students learn well.

EDMA 604 Foundations of Democratic Education
EDAD 609 Leadership for Educational Equity and Access
EDAD 611 Supervision and Staff Development for School Improvement
EDAD 612 School Leadership
EDAD 602 Assessment and Evaluation of Learning
EDAD 615 Field-based Accountability: Managing for Learning

11(j) Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

Candidates utilize a variety of technological tools to facilitate school improvement and success as instructional leaders. Candidates analyze and evaluate needs for data bases through course work and access existing data sets at field sites in student attendance, categorical funds, site and district budgets. Additionally students create data sets to analyze the performance and needs of subgroups of students who are not learning to standards. Courses offer demonstrations and site licenses in specific student learning management software. Faculty stay up-to-date attending in-service with professionals in applications of new technology such as “handhelds” in site supervision as developed for ACSA’s Walk’bout. Candidates facilitate technology in instruction using knowledge and skills of supervision, reflection, curriculum development and assessment. Access for all is a key focus.

EDAD 602 Assessment and Evaluation of Learning
EDCI 601 Curriculum Development and Instructional Design
EDAD 611 Supervision and Staff Development for School Improvement
Standard 12: Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Candidates learn to manage school operations effectively and efficiently in order to provide space for their key roles in creating educational justice and instructional leadership. Educational justice described by Odden (1995) as no correlation among achievement, attainment, socio-economic status or home language, demands that leaders organize to provide equitable access to rigorous instruction for all students.

Candidates learn that they should be able to draw a straight line between any site activity and student or staff/faculty learning. Candidates engage in learning activities that focus on alignment of resources including fiscal, community and teacher time with school goals for learning.

Evaluation of impact and effectiveness makes up a key facet of the program. Learning is organized around the historical progression of resource allocation from equal opportunity to equity and adequacy with opportunity to learn.

12 (a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.

Candidates learn and practice specific methods of supervision including clinical supervision and coaching. Contract language for local districts in the area of teachers evaluation is examined and analyzed in terms of support for instructional improvement. Candidates analyze the effects of the instructional program especially for identified groups of at risk students not achieving to expectations. Categorical programs are analyzed for re-allocation of resources to the most pressing needs and most effective practices.
12(b) Each candidate can establish school operations, patterns, and processes that support student learning.

Candidates evaluate school processes and activities for alignment and effectiveness in support of students and faculty learning. Key concepts such as equal opportunity, equity, adequacy and opportunity to learn are translated into practice through field based assignments and supported through classroom discussions and activities. Candidates investigate cultural, linguistic and other factors that may limit student access to rigorous learning in the school setting and facilitate inquiry in order to advocate for the enriching value of diversity. Candidates learn to align intervention programs with specific student learning needs related to standards and assess program results for to ensure continuous improvement.

EDAD 613 Management of Funds and Facilities
EDAD 609 Leadership for Educational Equity and Access

12(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Candidates engage in discussion and problem based learning in the area of contract management at the site level including the development of understanding around issues such as grievance, teacher evaluation and transfer and assignment. Candidates continually refine their vision of school learning and include common interests of employee groups with the goals of democracy in education. Confidentiality in legal terms is presented as a basic enactment of the democratic value of respect for students and adults.

EDAD 612 School Leadership
EDAD 614 The Law and Education

12(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.

Candidates analyze student schedules and evaluate efficacy of expenditures in terms of student learning for at risk sub groups. In conjunction with a field site, candidates propose reallocation of resources to increase student learning on standards. Such reallocation is dependent upon deep
understanding of the school culture as it interacts with diverse students and the leaders’ own bias. Marshalling of categorical funds and re-allocating within state guidelines to focus on re-designed learning plans for specific groups of students provides a focus. Discussion and critical study of plans, based on anticipated barriers to success as well as results is a focus.

- **EDAD 613** Management of Funds and Facilities
- **EDAD 611** Supervision and Staff Development for School Improvement
- **EDMA 602** Assessment and Evaluation of Learning
- **EDAD 609** Leadership for Educational Equity and Access

12(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

Candidates engage in simulated crisis management and analyze and propose improvements to school safety plans. In addition, candidates conduct a safety walk with site custodians and develop work schedules that result in clean and safe sites that are welcoming and attractive to parents, students and community members. Candidates analyze student discipline systems to insure all students are nurtured as they grow towards increasing personal responsibility for active roles in a democratic society. Professional development plans based on student learning needs for standards are created by candidates. The plans are grounded in pre-assessment of student learning and developed with high teacher and staff engagement.

- **EDAD 611** Supervision and Staff Development for School Improvement
- **EDAD 612** School Leadership
- **EDAD 613** Management of Funds and Facilities

12(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.

Candidates learn to frame questions, collect and analyze data in developing an understanding of system dynamics. As leaders for democracy, candidates understand open and transparent processes that will result in equitable and collaborative decisions.
Candidates practice collaborative decision making in the development of theory based plans and proposals for re-vision of existing school plans both in class and in field based activities. Listening skills, self-reflection activities form a foundation for such activities.

**EDMA 604 Foundations of Democratic Education**  
**EDAD 612 School Leadership**  
**EDAD 610 Communication Skills for School Administrators**

12(g) *Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.*

Candidates describe existing school student discipline/management systems for course discussion. Systems are analyzed to insure all students are nurtured as they grow towards increasing responsibility for their roles as citizens in democracy. Candidates learn that new teacher knowledge is crucial for understanding diverse student culture and motivation to learn. Candidates identify effective school-based intervention programs that will support learning for students who face barriers to access to rigorous learning.

**EDAD 612 School Leadership for Learning**  
**EDAD 611 Supervision and Professional Development**  
**EDAD 609 Leadership for Educational Equity and Access**

12(h) *Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.*

Candidates analyze and create staff selection processes that link teacher dispositions, knowledge and the development of expertise to induction activities. New teachers are inducted into collaborative school cultures as co-learners. Candidates create short and long term professional development plans based on student learning needs. Candidates analyze collective bargaining agreements in the areas of grievance, transfer and assignment and teacher evaluation in order to understand and apply the collective bargaining process. The role of the administrator and the union is presented and discussed among candidates in terms of the ethical application of contract provisions.

**EDAD 611 Supervision and Professional Development**  
**EDAD 612 School Leadership for Learning**
12(i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.

Technologies are used in the analysis of data that lead to deeper understanding and more effective and efficient management of multiple systems. Data from technological application is presented as a key source for reflection and analysis to inform the developing candidate vision of learning. Assistive technologies for special populations are examined and evaluated when appropriate.

EDAD 602 Assessment and Evaluation of Learning
EDAD 611 Supervision and Staff Development for School Improvement
EDAD 609 Leadership for Educational Equity and Access

12(j) Each candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.

Candidates evaluate the effectiveness of current software for management of student learning assessment. Department site license with local county assessment software supports candidate learning. Candidates, through field study access attendance, finance, student behavior management systems in order to fully understand student needs and re-design instruction to support students success in meeting standards.

EDAD 602 Assessment and Evaluation of Learning
EDAD 611 Supervision and Staff Development for School Improvement

Standard 13: Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

As former Secretary of Education Richard Riley notes, the support of parents and community members in student learning cannot be underestimated. By support we don’t just mean that parents bake cookies for the class party or show up for parent-teacher conferences, or that community members attend the senior play or championship football game. Instead, as Danielson (2002) has suggested, administrators understand that what parents and community members believe, want, and know impacts what they do and thus how students learn and perform.
in schools. For administrator candidates, then, it is important to develop a deep and comprehensive understanding of the school community including descriptive and trend data about the population characteristics, sociological data, economic conditions, and communication and political organizations and structures as well as community norms, values and expectations. This degree of knowledge and understanding is important not only in working with community members on school or district projects or committees, but also in developing positive community relationships and public relations strategies that may later influence such things as the passing of school district bonds or levies. Further, the better administrators know their community the greater the likelihood of designing a program to meet community desires, expectations and needs. Therefore, developing knowledge of the cultural context of education in communities, as well as in the larger context of the interconnectedness of the global community, is an on-going theme in all coursework. The goal is to become culturally proficient—that is to develop and use “policies and practices…[in order to]…interact effectively in a culturally diverse environment…[it is] reflected in the way [an administrator] treats … employees, clients, and community.” (Lindsey, Robins, & Terrell, 1999, p. 21).

In preparing for their new leadership role candidates are challenged to “think, act, and speak like a leader,” that is, to involve parents and community members in school efforts focused on student learning including (1) gathering and analyzing data, (2) setting priorities and making recommendations, and (3) implementing and evaluating courses of action. Throughout coursework candidates frequently discuss the community impact and influence on schools (both the local community and the larger world community)—often through the use of newspaper reports, case study examples, and simulations. Candidates are required to document their understanding of the community through a Community/School Site Demographic Study anchor assignment entitled It Takes a Village (see Assessment, tab 2) and to demonstrate competency in communications strategies for various community audiences through the development of
communications examples, including letters home, press releases, newsletters, back to school night, info, etc. (EDAD 610).

13 (a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities

In EDAD 609 Leadership for Educational Equity and Access candidates study issues of diversity including access, equity, opportunity and achievement from both an historical and present-day perspective and then use these perspectives to gather additional data about their school community. Specifically candidates identify and analyze community data including cultural expectations and norms and make recommendations about how better meet student learning needs. In EDAD 610 similar information is analyzed in order to identify and implement effective communication strategies with family and community members. It Takes a Village, an anchor assignment embedded in both courses is one opportunity candidates have to demonstrate a thorough understanding of the school community and to make instructional and leadership recommendations based on that understanding.

EDAD 609 Leadership for Educational Equity and Access
EDAD 610 Communication for School Administrators

13(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.

As previously emphasized in this document, all children learning well is a guiding principle of the administrative credential program. Still, this may have a different meaning for parents and community members depending on their previous experiences, backgrounds, cultural expectations or community norms. Recognizing the key role parents play in each child’s education is emphasized in several courses including EDAD 610 Communication for School Administrators, EDAD 612 School Leadership, and 609 Leadership for Educational Equity and Access. Candidates learn the importance of communicating about student learning and practice a variety of effective communication strategies in EDAD 610 Communication for School Administrators. In 612 School Leadership candidates identify different strategies for
communicating with parents about student achievement (conferences, written documents, annotated work) as well as strategies for eliciting parent support for different learning activities. During job-embedded field assignments in each EDAD course as well as EDAD 615 Field-based Accountability: Managing for Learning students have opportunities to observe and participate in a variety of parent and community interactions focused on student achievement.

EDAD 612 School Leadership  
EDAD 609 Leadership for Educational Equity and Access  
EDAD 615 Field-based Accountability: Managing for Learning  
EDAD 610 Communication for School Administrators

13(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.

The notions of equity, fairness, and respect are keystones of the Department of Education and of the Educational Administration and Leadership Program. As both behavior and dispositions they are consistently modeled, explicitly taught, and frequently assessed in all EDAD courses. They are clearly evidenced in two anchor assessments, It Takes a Village and From Ketchup to Salsa (see Assessment, tab 2). They are especially emphasized and assessed in EDAD 609 Leadership for Educational Equity and Access (see course objective 6: students will exhibit behavior that demonstrates the belief that all people can develop, learn, reflect, and make positive contributions to our society, and that, as a leader you will be tenacious in ensuring that all students learn and succeed).

13(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.

The identification and mobilizing of community support systems to assist in achieving the vision of all students learning well is emphasized in several courses, most notably in EDAD 610, EDAD 612, new EDAD 609, and EDAD 613. In EDAD 610 effective communication and consensus building skills are learned and practiced, allowing candidates the opportunity to develop strategies for mobilizing community resources in support of learning. In EDAD 612 candidates identify research and staff development needs related to student learning including
parent involvement and then plan staff development opportunities/events for teachers, parents, and community members. In the new EDAD 609 candidates may address the mobilization and leveraging of community support services through an activist project to address inequities in learning in their local schools or communities and in the fostering of understanding and the building of relationships among members of a more diverse community. In EDAD 613 candidates identify and learn how to leverage and prioritize monetary resources in support of student learning. In all program courses the focus is on student learning and achievement and how everyone can work together to further student success.

EDAD 610 Communication for School Administrators
EDAD 612 School Leadership
EDAD 613 Management of Funds and Facilities
EDAD 609 Leadership for Educational Equity and Access

13(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.

In several courses candidates study the establishment and use of partnerships to improve student learning. Some partnerships are more formal, some perhaps controversial (free pizza for reading has become controversial in some communities over the last few years) and require board action or approval—these are typically discussed in EDAD 614 The Law and Education. Others are less formal and simply require clear communication skills and an on-going commitment to making it work. Most are somewhere in-between, requiring various levels of on-going training, support, and communication. Candidates read about, discuss, and plan for these differing levels of partnership and support in EDAD 612 School Leadership and in field-embedded assignments in several other courses including EDAD 610 Communication for School Administrators In EDAD 609 Leadership for Educational Equity and Access candidates identify and develop strategies to broker the system for students in need of additional support—including identifying how to work effectively with resources both within and external to the school including social service agencies, county offices of education, and local police, sheriff, and fire departments.

EDAD 609 Leadership for Educational Equity and Access
Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

While effective communication is emphasized in each course, it is the basis of **EDAD 610 Communication for School Administrators**. In this course candidates learn and practice both oral and written communication skills—to different audiences and for different purposes. One major emphasis of effective communication deals with student safety and includes an anchor assessment of candidate performance in a crisis situation (*Ripped From the Headlines: Your Own School Crisis*). A second and equally important emphasis focuses on communicating about student learning—candidates work together to identify and fine-tune several strategies focused on student achievement and standard-based education including (1) letters to various constituent groups (faculty, parents, community members, local area business owners); (2) accountability reports of student achievement data and performance levels, as well as annotated examples of quality student work; (3) web-based publications such as email, website postings, chat rooms and discussion groups focused on school events and student learning; (4) local newspaper articles and reports; and (5) presentations at community meetings, school-sponsored events such as back-to-school night, or school board meetings. Rubrics, peer and self-assessment, and instructor feedback provide guidance as to quality performance; a notebook of examples is useful for future communication needs.

Each candidate is able to facilitate parent involvement and parent education activities that support students’ success.

Administrative credential candidates recognize the importance of parents in their role as their children’s first teacher. They appreciate the important role parents have in their child’s on-going education and work to establish and maintain parent support through frequent and effective communication, parent workshops, and other learning opportunities. In **EDAD 610 Communication for School Administrators** candidates learn and practice effective communication
strategies, in **EDCI 601 Curriculum Development and Instructional Design** and **EDCI 602 Assessment and Evaluation of Learning** candidates focus on communicating about curriculum, instruction, and assessment results; they identify and practice strategies for working with parents to provide appropriate at-home support including high expectations for student achievement. Finally during job-embedded field experiences and in **EDAD 615 Field-based Accountability: Managing for Learning** candidates work at school, district, and/or county office sites to facilitate and further parent involvement activities, parent training, parent conferences and effective and on-going parent communication.

**EDAD 610 Communication for School Administrators**  
**EDCI 601 Curriculum Development and Instructional Design**  
**EDCI 602 Assessment and Evaluation of Learning**  
**EDAD 615 Field-based Accountability: Managing for Learning**

**Standard 14: Personal Ethics and Leadership Capacity**

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Sergiovanni (1999) writes about administration as a moral craft. “The heart of leadership has to do with what a person believes, values, dreams about, and is committed to...the head of leadership has to do with the theories of practice each of us has developed over time and our ability to reflect on the situation we face in light of these theories. This process of reflection, combined with our personal vision becomes the basis of our strategies and actions.” (p. 21-22). In other words, as Danielson (2002) has taught us, what we believe (in our hearts), know (in our heads), and want (in both our hearts and heads) determines what we do.

Focusing on heart, in each course in the administrative credential program candidates are required to identify their beliefs to describe what their schools would look like if their beliefs were realized. They share their beliefs and descriptions with peers, update them based on new learning or greater understanding, defend those beliefs, and revise them when appropriate. They are challenged by faculty to put students and learning at the center of their beliefs, thus the question,
“Is this good for students?” and the mantra, All Students Learning Well are centerpieces in the administrative credential program.

Focusing on the head, throughout administrative credential coursework candidates are challenged to develop a comprehensive understanding of data, data-based decision-making, and educational research findings (the knowledge base), and of community norms and values (their wants and beliefs) and to use that information to inform what they do. Their actions must be grounded in moral and ethical principles.

Reflective practice furthers the moral and ethical development of candidates. In most courses candidates engage in journal writing—a place where they write about their thoughts and feelings about teaching, learning, leadership, and schools. Specifically candidates are encouraged to write about their observations and thinking about school events and happenings and their reactions to them. It is expected that their writings will be full of "why," "how," and "what if" musings that are posed from multiple perspectives (i.e., teacher, administrator, curriculum director, parent, student) documenting candidates’ ability to do "other" perspective taking. Candidates are encouraged to "try on a position" through such statements as "If I were in this position I might ..." Journal are regularly shared with instructors who write back to student, posing questions, challenging assumptions, thinking, or suggested actions, supporting growth. Through this technique the journal becomes interactive—and allows the instructor to adjust instruction as well as to monitor learning.

14 (a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.

Candidates experience multiple opportunities to learn and practice specific leadership skills in each course. Instruction most typically includes in-basket activities, problem-based learning, case studies, “what’s in the news” discussion and analysis, and reflective writing. There are multiple
opportunities to rehearse performances and to receive feedback from peers, instructor, and self.
Shared decision making, problem-solving, change management and planning are taught throughout the program but particularly emphasized in **EDAD 612 School Leadership**. Change management, planning and conflict management are also major components of **EDAD 610 Communication for School Administrators**; those same components plus evaluation form the core of **EDAD 611 Supervision and Staff Development for School Improvement**; problem-solving, planning, conflict management and evaluation are major components of **EDAD 614 The Law and Education**. Each course also focuses on developing candidate skills in fostering leadership development in others.

**EDAD 612 School Leadership**
**EDAD 610 Communication for School Administrators**
**EDAD 611 Supervision and Staff Development for School Improvement**
**EDAD 614 The Law and Education**

14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.

Candidates respond to case studies that require them to think in professional and ethical ways. They are expected to demonstrate ethical behaviors and to act with integrity throughout program courses and, for that matter, in their day-to-day lives. Candidates receive feedback on their dispositions from course instructors and administrators. Extended discussion of these skills takes place in every course related to the specific content of the course; these topics are dealt with in-depth in **EDAD 609 Leadership for Educational Equity and Access**. These students investigate issues of social justice from both an historical and current-day perspective and take on an activist project to address social inequities. Candidate dispositions are also monitored in this course and in others via journal reflections and are further probed during mid and end-of-program assessment.

14(c) Each candidate demonstrates the ability to make an communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
The importance of data-based decision-making is emphasized throughout program courses. In **EDCI 601 Curriculum Development and Instructional Design** and **EDCI 602 Assessment and Evaluation of Learning** local school or district-level data is collected, analyzed and used to identify “next steps” for school improvement. In **EDAD 611 Supervision and Staff Development for School Improvement** student achievement data is used as one aspect of the supervision, goal-setting, staff-development, school improvement process. In each course candidates learn and practice accurate data interpretation as well as strategies for sharing data, whether with an individual or group, and for using data to inform decision making.

The study of educational research, with a particular focus on research addressing effective schools and instruction, assessment, and leadership, is embedded in each program course. In **EDAD 611 Supervision and Staff Development for School Improvement** and **EDAD 612 School Leadership** candidates are required to integrate research-based knowledge and student achievement data when completing assignments including recommending courses of action. In **EDAD 615 Field-based Accountability: Managing for Learning** candidates use a variety of sources of data including student performance data and research findings in their field-based assignments.

**EDCI 601 Curriculum Development and Instructional Design**
**EDCI 602 Assessment and Evaluation of Learning**
**EDAD 611 Supervision and Staff Development for School Improvement**
**EDAD 615 Field-based Accountability: Managing for Learning**

14(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.

All program courses require the use of technology—from something as simple as an overhead projector to the more sophisticated web-based presentation formats. Candidates regularly use email and WebCT for class assignments and communication. In **EDAD 610 Communication for School Administrators** candidates use a variety of technological devices to communicate to different audiences for a variety of purposes. Phone etiquette is discussed and practiced; email, discussion board postings, and chat rooms are explored as possible strategies for communicating
with the school community. Software programs that enhance presentations (PowerPoint) or facilitate mundane tasks (phone calls on attendance or about homework) are identified, and many are demonstrated and practiced throughout EDAD 610 and in other program courses as well.

14(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.

Reflective journal writing occurs in almost every program course and it is there that candidates often reveal their innermost thoughts, concerns, and insights about their own leadership practices. Instructors respond to journal entries, asking questions and probing for details—this interactive, iterative process allows candidates to clarify their beliefs, positions, and possible future actions, and to better understand their influence on others.

In EDAD 615 Field-based Accountability: Managing for Learning candidates continue their extensive self-analysis to identify areas of strength and growth areas. Through on-going reflection, discussion, practice, and feedback candidates develop and refine a personal leadership style and recognize the impact and influence their style and practices have on others.

14(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.

Candidates work together throughout program courses to solve problems, provide practice and feedback opportunities, and support each other’s growth and learning. Some of this occurs formally in classes, but candidates often organize study groups or meet informally to accomplish academic work or to motivate or support one another. Through public performances in courses, whether giving an oral presentation, role playing a principal in a simulated school crisis, or solving a problem of practice, candidates serve as models or inspiration and challenge each other to achieve to higher levels. See objectives and assessments in the following courses:

EDAD 610 Communication for School Administrators
EDAD 611 Supervision and Staff Development for School Improvement
EDAD 614 The Law and Education
14(g) Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Building an EDAD program culture has been an important aspect of the program. That culture is about a clear and committed professional focus on student learning and “what’s best for kids” and a strong personal focus on caring and support of one another. At the personal level, candidates often share information about themselves and their families at the start of classes, during grounding activities, or during informal partnership meetings (such as PDK dinner meetings). There have been several benchmark events in the families of credential candidates—we’ve celebrated the birth of babies, collected money and food when health concerns required extensive hospitalization stays for credential family members, and mourned at the loss of loved ones. The network of current credential candidates and their alumni peers reach out to one another to provide support and balance of the personal and the professional.

14(h) Each candidate engages in professional and personal development.

Candidates in the EDAD program are encouraged to participate in personal and professional development opportunities offered throughout the northstate area, and beyond. Most candidates have opportunities to do so at their district or school sites. Other opportunities are provided by the university or in partnership with them, or through local professional organizations. All candidates are invited and encouraged to become “student members” of the Association of California School Administrators (ACSA) and to join the local chapter of Phi Delta Kappa (PDK). Over the last five years PDK has co-sponsored several guest speakers to the northstate area including two nationally renowned educators, Drs. David Berliner and Gerald Bracey. In each case opportunities for EDAD program candidates to interact with these educators were provided and candidates were encouraged to do so. In EDAD 612 School Leadership candidates develop a professional development plan for their field experience hours. At the end of the semester they update the plan and set goals for their on-going professional development with an emphasis on
learning throughout life. These goals are shared with EDAD program staff and are also be discussed during the final program assessment.

14(i) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.

In EDCI 601 Curriculum Development and Instructional Design and EDCI 602 Assessment and Evaluation of Learning candidates focus on curriculum design, assessment, and articulation. Candidates use the California frameworks and state standards and both state and local assessments to monitor program effectiveness. Heidi Hayes-Jacobs (1997) notions of curriculum mapping are used to identify a grade-level (elementary) or content domain (secondary) map in order to better assess articulation, integration and coherence through the grades.

EDCI 601 Curriculum Development and Instructional Design
EDCI 602 Assessment and Evaluation of Learning

14(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.

A question repeatedly asked in EDAD program courses is, “is this good for kids?” That focus takes the attention away from personal gain or glory and focuses it right where it should be—on what’s good for kids; on what will enhance student learning. Throughout EDAD program courses candidates learn how to champion causes, programs and courses of action that are good for kids—and they learn the importance of picking their battles, or in program language, “picking which ditch to die in.” This values issue is central to the practice of ethical leadership. They are discussed and reflected on throughout program courses, show us as frequent journal entries, and often reoccur during EDAD 615—the 3-credit hour field-based experience course. Each occurrence allows for a deeper and more holistic understanding of personal and professional ethics.

14(k) Each candidate protects the rights and confidentiality of students and staff.

Although the issue of confidentiality is discussed in every class, in EDAD 614 School Law extensive time is spent discussing confidentiality from a legal perspective—what must you keep
confidential (personnel issues, health status) and what must you “report” while simultaneously maintaining confidentiality (suspected abuse). All program courses emphasize individual rights and responsibilities and the leader’s role in ensuring those are protected and students and staff are treated respectfully.

**Standard 15: Political, Social, Economic, Legal and cultural Understanding**

| Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. |

“In the past we have been told that the choice for educational leadership programs was simple. We could either opt for school improvement or democratic schools or social justice as our organizing principles” (Murphy, 1999). While there is a superficial logic to the construction, framing the problem of priorities in this way falsely separates social justice from democracy and pits both against school improvement. Upon reflection, colleagues around the nation and around the world are coming to a different conclusion:

“there is no democracy without social justice, no social justice without democracy and that these mutually inclusive concepts are indispensable ingredients to school improvement worthy of the name,” (p1, Gross & Shapiro, Our New Era Requires a New DEEL: Towards Democratic, Ethical Educational Leadership, *UCEA Review*, Fall, 2005).

CSUC Department of Education holds as its mission the education of young people for meaningful participation in our democracy. The goal is all student learning, and learning well. School leaders for democracy are educated to grow a just and ethical society through the nurturance of students, schools and communities in democratic principles.

15 (a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

Candidates apply and practice collaboration with multiple publics over a wide array of school leadership issues. Study and application of shared leadership provides a focus for all candidates. Beyond theory, candidates apply and practice course learning in field based activities that require collaborative practices. Candidates develop skills and dispositions for inclusiveness through
development of professional development plans, and assessment of local schools and the broader community. Importantly, candidates learn to understand and appreciate the hopes and desires of diverse students and assist all to address the barriers to achievement.

**EDAD 612 School Leadership**  
**EDAD 610 Communication for School Administrators**  
**EDAD 609 Leadership for Educational Equity and Access**

15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.

Candidates learn to advocate for education for democracy as they operate consistently within the law. This means linking their vision for learning with alignment and shaping of school programs and resources for equitable access to rigorous learning for all students. Simple compliance is not enough. Context matters and is recognized as a key factor through field based application of course learning.

**EDAD 612 School Leadership**  
**EDAD 614 The Law and Education**  
**EDAD 613 Management of Funds and Facilities**  
**EDAD 609 Leadership for Educational Equity and Access**

15(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.

Candidates learn and apply methods of community assessment in order to fully understand needs and perspectives of diverse constituent groups. Candidates acquire knowledge of their own personal communications style, increase personal awareness and develop a personalized communication improvement plan including continuous feedback for themselves Candidates assess their own communities and develop communications policies, plans and crisis plans. Candidates investigate cultural, linguistic, gender, religious, socio- economic and other factors that may limit student access.

**EDMA 604 Foundations of Democratic Education**  
**EDAD 610 Communication for School Administrators**  
**EDAD 609 Leadership for Educational Equity and Access**
15(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

Candidates design and practice mock board presentations over a variety of issues that bring advocacy or objective analysis to important school issues. The cohort format of the program itself creates a network that carries beyond the program throughout the region and the state. The summative presentation of school vision by each candidate serves as a platform for advocacy and influence as each enters leadership roles in public schools.

EDAD 612 School Leadership  
EDAD 610 Communication for School Administrators  
EDAD 613 Management of Funds and Facilities  
EDMA 604 Foundations of Democratic Education

15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.

Candidates analyze and propose changes to policies based on equitable and adequate use of resources aligned for support of all subgroups of students. A stance of inquiry provides a key pathway towards continuous improvement in the advocacy of increased access for all students. Data based recommendations for policy revision coupled with explicit knowledge of democratic discourse serves candidates as the most powerful pathway to support of democratic policies.

EDMA 604 Foundations of Democratic Education  
EDAD 613 Management of Funds and Facilities  
EDAD 609 Leadership for Educational Equity and Access  
EDMA 610 Introduction to Inquiry  
EDMA 696 Synthesizing Experience in Education

15(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Candidates are educated as democratic leaders who guide inquiry efforts aimed to improve adult and student learning at the site. Graduates carry a vision and platform into school communities through democratic practices including civil discourse, inquiry, valuing diversity and a deep belief that all students can learn. Graduates know how to assess and listen as well as to analyze,
plan, act and evaluate. They are relentless in pursuit of school and educational improvement through ethical and inclusive means.

EDAD 611 Supervision and Staff Development for School Improvement
EDAD 612 School Leadership
EDMA 696 Synthesizing Experience in Education
References

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Bracey, 1996.

Bransford, Brown, and Cocking, 2000).


Deal and Peterson (1999).


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