

California Lutheran University

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**Graduate School of Education**  
Department of Educational Leadership

**PRELIMINARY ADMINISTRATIVE  
SERVICES CREDENTIAL  
HANDBOOK**

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## PURPOSE OF THE HANDBOOK

The Graduate School of Education at California Lutheran University offers a variety of credential programs designed to prepare candidates to teach and lead in California Public Schools. All programs at California Lutheran University have been approved by the California Commission on Teacher Credentialing. This handbook is designed to provide an overview of the Educational Leadership Credential Program and details related to coursework and credential completion

### GRADUATE SCHOOL OF EDUCATION MISSION AND VISION

Our mission is to prepare administrator, counselor, and teacher leaders who advocate for educational equity and access, grounded in scholarship that advances innovation and addresses community-based needs in P-20 schools.

Our vision is guided by social justice and advocacy, we will reimagine education to disrupt inequities and to meet the future needs of students and communities

#### Guiding Principles

##### *Equity*

We utilize equity as a lens for all decision-making regarding policies, procedures, programs and outreach with stakeholders.

##### *Inquiry Into Practice*

We cultivate scholar-practitioners who value asking bold questions through community-based inquiry that serves to disrupt the status quo in education, affecting access, equity and inclusion for all learners.

##### *Authentic Context*

We are committed to the development and delivery of innovative practices, informed by the needs of our current communities, that lead to student inquiry, curiosity and meaningful learning.

##### *Community*

We will expand and sustain meaningful, reciprocal transformative relationships between and within Cal Lutheran, educational institutions, and community agencies that enrich candidates' learning and professional growth.

Unlike some vision statements, our guiding principles are authentically integrated into the lives of both students and faculty in the Graduate School of Education. This devotion to basic principles is one of the things that set CLU's graduates apart.

We continually strive to put this vision into **ACTION** through engagement in:

- Active learning
- Collaboration and connections
- Technology supported learning
- Inquiry and critical examination
- Ongoing reflection and development
- Nexus of theory, research and practice

## **PROGRAM DESCRIPTION**

### **Preliminary Administrative Credential (PASC)**

Within the Graduate School of Education (GSOE), the Preliminary Administrative Services Credential program is offered. Upon successful completion of all program requirements, the university recommends a candidate to the Commission on Teacher Credentialing as eligible for the Preliminary Administrative Services Credential. This program 21 units and completed in nine months with 60% in class and 40% online instruction. Delivery is through a weekend format: Friday evening and during the day on Saturday, 4 weekends per 11 week term. Classes are held in four California locations: main campus in Thousand Oaks, and satellite centers in Woodland Hills, Oxnard, and Santa Maria.

### **COURSE WORK**

#### **EDLD 504 Educational Leadership: School Law and Public Policy**

Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

#### **EDLD 550 Educational Leadership: Focusing on Student Achievement**

An emphasis on using multiple forms of school, district, and state data to: a) focus on student achievement, b) guide instructional practice, and c) develop coaching and facilitation skills to promote data literacy for all educational partners.

#### **EDLD 568 Educational Leadership: Organizational Leadership and Public Education**

An overview of organizational and leadership theories and their impact on K-12 schools. The organizational patterns of education at the federal, state, and local levels, with emphasis on the interrelationships in the educational professional bureaucracy as they relate to the framework of decision making and the functions at the local level in meeting individual student needs.

#### **EDLD 570 Educational Leadership: Curriculum Leadership and Program Evaluation**

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

#### **EDLD 572 Educational Leadership: Managing Resources**

People, Policy, and Practice: The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

## EDLD 580 Educational Leadership: Organizational Transformation: Leading for Learning

This course provides an overview into organizational leadership with a focus on leading for change. Specific issues to be explored are creating a healthy climate, impacting the culture of an organization, focusing on the establishment of equitable practices, and managing the change process.

## EDLD 591 Fieldwork

This course provides opportunities for the candidate to work with a university supervisor on fieldwork activities specifically designed to enhance the candidate's leadership ability. All fieldwork assignments are tied to specific coursework each semester a candidate is enrolled in the Preliminary Administrative Services Credential program.

### Additional Pathways

#### **The Master of Arts in Educational Leadership**

While designed primarily for K-12 leaders, the Master of Arts in Educational Leadership is an additional pathway that draws on the strength of Cal Lutheran's mission to develop leaders for a global society in the roles of assistant principal, principal, director, assistant superintendent, and superintendent, nonprofit leaders as well as teacher leadership positions. The program emphasizes applied theories of educational leadership, mastery of practical skills required for effective leadership and administration, and competence in research methods necessary for understanding and assessing learning organizations. Qualified candidates who meet standards established by the [California Commission on Teacher Credentialing](#) can earn the California Preliminary Administrative Services Credential with the master's degree.

### Coursework

#### EDLD 502 Current Social, Cultural and Political Issues in Education

An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today's American schools.

#### EDLD 504 Educational Leadership: School Law and Public Policy

Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

#### EDLD 550 Educational Leadership: Focusing on Student Achievement

An emphasis on using multiple forms of school, district, and state data to: a) focus on student achievement, b) guide instructional practice, and c) develop coaching and facilitation skills to promote data literacy for all educational partners.

#### EDLD 568 Educational Leadership: Organizational Leadership and Public Education

An overview of organizational and leadership theories and their impact on K-12 schools. The organizational patterns of education at the federal, state, and local levels, with emphasis on the interrelationships in the educational professional bureaucracy as they relate to the framework of decision making and the functions at the local level in meeting individual student needs.

#### EDLD 570 Educational Leadership: Curriculum Leadership and Program Evaluation

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

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#### EDLD 510 a, b, c Action Research for Practitioners - Advanced Studies

Designed for students in programs in the Department of Advanced Studies. A systematic study and analysis of current research and methods of conducting research in educational settings. The objectives in this course focus on (A) knowledge base; (B) techniques; and (C) applications of action research.

#### EDLD 598 Action Research Project

This course is a culmination of EDLD 510a, b, and c with a focus on analyzing data to identify opportunities for school improvement to create an action research plan. It develops the candidate's knowledge about appropriate and effective improvement theories and strategies, including communication skills and leading others in improvement and monitoring of these efforts.

### **Integrated Master of Arts in Educational Leadership and Preliminary Administrative Services Credential**

This program is an accelerated one-year track that allows completion of the 9-month program to be eligible for the PASC credential, with the option of completing the Masters in Educational Leadership with an additional nine units, obtaining both within a twelve month period.

#### EDLD 502 Current Social, Cultural and Political Issues in Education

An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today's American schools.

#### EDLD 504 Educational Leadership: School Law and Public Policy

Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

#### EDLD 550 Educational Leadership: Focusing on Student Achievement

An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

#### EDLD 568 Educational Leadership: Organizational Leadership and Public Education

An overview of organizational and leadership theories and their impact on K-12 schools. The organizational patterns of education at the federal, state, and local levels, with emphasis on the interrelationships in the educational professional bureaucracy as they relate to the framework of decision making and the functions at the local level in meeting individual student needs.

#### EDLD 570 Educational Leadership: Curriculum Leadership and Program Evaluation

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\*The GSOE offers a doctoral degree that is closely aligned to the curricular framework and serves as another, additional pathway.

## **SPECIAL REQUIREMENTS**

### **California Administrator Performance Assessment (CalAPA)**

The California Commission on Teacher Credentialing requires all Educational Leadership Candidates to successfully complete the CalAPA prior to being recommended for eligibility for the Preliminary Administrative Services Credential. The CalAPA is structured around three full leadership cycles of *investigate, plan, act, and reflect*. Each of these four steps are addressed by each cycle, with candidates providing evidence of leadership practice for each step. Acceptable evidence may be in a variety of forms, including video recordings and written narrative.

**Leadership Cycle 1** focuses on analyzing multiple sources of school data for the purpose of identifying equity gaps to inform an initial draft plan for equitable improvement in line with the school's vision, mission, and goals. Within the cycle of investigate, plan, act, and reflect, you will collect and analyze multiple sources of longitudinal quantitative and qualitative data. You will conduct an equity gap analysis to identify potential causal factors, all culminating in a problem statement defining a specific area of educational need related to equity. Based on your investigation and equity gap analysis, you will develop potential strategies for equitable school improvement, solicit feedback from key stakeholders, and explain how you will adapt your proposed strategies for equitable school improvement based on that feedback. At the conclusion of this leadership cycle, you will reflect on your capacity to identify potential causal factors and strategies to address equity gaps at the school, provide equity-driven leadership, and develop stakeholder support, as well as reflect on what strengths you would like to further develop.

**Leadership Cycle 2** focuses on facilitating collaborative professional learning within a community of practice for the purpose of improving teaching and student learning. Within the cycle of investigate, plan, act, and reflect, you will identify and work with a small group of educators to identify a problem of practice and select an approach for working together. Additionally, the group will identify an evidence-based strategy to address the problem of practice that will strengthen and increase equitable learning and/or well-being for all students. You will then facilitate meetings with the group and collaboratively lead the professional learning of the community of practice. In addition you will reflect on how your facilitation supports the group to address the problem of practice and how you responded to the group's feedback on your facilitation.

**Leadership Cycle 3** focuses on coaching an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of investigate, plan, act, and reflect, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation to collect CSTP-related evidence of practice, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and an equity-minded leader.

Together, these leadership cycles and the related rubrics assess a range of the CAPE.

The CalAPA Performance Assessment Guide provides the candidates with an overview of the CalAPA tasks and specific directions for each of the tasks and can be found on the CTC website as well as the individual instructor Canvas page, along with other CalAPA information and materials.

Candidates register for the CalAPA assessment with Pearson Testing Systems. Information related to fees and payment information is located at:

[https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML\\_FRAG/CalAPA\\_TestPage.html](https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html)

Candidates must agree to abide by all policies and conditions of the CalAPA and the CTC, including appropriate use of preparation materials.

### **CalAPA Submission and Course Grade**

Candidates work on CalAPA submission throughout the first three terms. Candidates have a total of three (3) opportunities to pass the CalAPA: the initial submission and two (2) resubmissions (see below).

Successful CalAPA submission is required to receive a “P” (Pass) in Fieldwork coursework. Candidates who do not successfully pass the CalAPA Cycle assigned that term, will receive an “IP” (In progress) until the CalAPA is successfully passed. If the CalAPA is not passed within one (1) year from the date of each cycle registration, the IP will be converted to an “NC” (No Credit).

\*Master of Arts Candidates: In order to be eligible for a degree and participate in commencement ceremonies, candidates must have completed all required courses with a passing grade.

### **CalAPA Resubmission and Remediation Policy**

Candidates who do not successfully pass the CalAPA will be assigned a CalAPA mentor who will provide support for resubmission. The mentor will review the CalAPA and provide support for resubmission for up to two (2) additional times. Candidates who do not achieve a passing score by the third (3rd) submission will be exited from the program.

**NOTE:** To work with a CalAPA mentor for resubmission, candidates must be currently enrolled in the program. If candidates have not successfully passed their CalAPA or have not submitted prior to

the end of the term, they will be required to enroll in a 1-unit course (EDLD 591d) for the following term. This course will allow them to receive further guidance on completing and submitting their CalAPA.

Requesting a Score Verification:

Submission materials are scored according to standardized procedures. Assessors with relevant professional backgrounds are oriented to these procedures and are carefully monitored during scoring. However, if you do not agree with your per cycle scores and feel that your scores do not accurately represent your response, you may request a score verification. Guidance for score verification can be found [here](#).

## **Fieldwork**

### **Fieldwork Description**

The fieldwork component of the Educational Leadership program is designed to engage students in authentic activities to demonstrate beginning competencies in the six California Professional Standards for Educational Leaders (CPSEL). The Program Standards are:

1. Development and Implementation of a Shared Vision
2. Instructional Leadership
3. Management and Learning Environment
4. Family and Community Engagement
5. Ethics and Integrity
6. External Context and Policy

The Fieldwork Mentor, the CLU University Supervisor and the candidate work together to provide a productive context for the development of the candidate's knowledge and skills. The fieldwork is intended to provide opportunities for the candidate to connect theory to the practical problems of improving teaching and learning. The field supervisor's guidance and mentorship is an essential part of the process.

The California Commission on Teacher Credentialing (CCTC) requires that candidates seeking a Preliminary Administrative Services Credential (PASC) complete significant administrative experiences. This is the critical component for developing prepared educational leaders. Successful completion of the fieldwork component, content coursework, as well as a passing score on the California Administrative Performance Assessment (CalAPA) earns recommendation for the PASC. The field supervisor and the CLU University Supervisor assess the candidate's growth and development during the program and at the end of completion of the fieldwork experiences.

### **Candidate Placement**

Candidates fieldwork setting is typically at the school site they are employed. The CLU University Supervisor, Fieldwork Mentor, and candidate are responsible for ensuring the following criteria are met for a successful professional experience:

- Support the candidate's ability to complete the CalAPA;
- Demonstrate commitment to collaborative student-centered practices and continuous program improvement;
- Have partnerships with appropriate other educational, social, and community entities that
- Support teaching and learning for all students;
- Create a learning culture that supports all students
- Understand and reflect socioeconomic and cultural diversity:
- Support the candidate to access data, work with other educators, and observe teaching

- practice; and
- Permit video capture, where designated, for candidate reflection and CalAPA task completion.

CLU supervisors and fieldwork mentors ensure that the fieldwork setting fulfills Program Standard 7 seven requirements demonstrating a commitment to collaborative student-centered practices and continuous program improvement and creating a learning culture that supports all students.

### **Fieldwork Objectives**

The California Lutheran University Graduate School of Education (GSOE) supports the following core beliefs regarding the professional development of administrative leadership candidates:

- Leaders foster more powerful faculty and student learning by focusing on their own learning. To lead requires that administrators be learners.
- Focused reflection takes time away from “doing the work” and yet it is essential. It is important to build into the professional development experience many opportunities and ways to reflect.
- Rigorous planning is necessary for flexible and responsive implementation. Time must be spent creating shared understandings, engaging in intellectual dialogue, and planning specific applications of learning.
- New learning depends on promoted dissonance. Providing a safe setting in which to stretch makes all the difference.

The California Administrator Performance Expectations (CAPES) developed by the California Commission On Teacher Credentialing (CCTC) identify the critical and significance knowledge, skills, and personal characteristics necessary to succeed as a professional educational leader. The CAPES are aligned under each of the six program Standards. The purpose of the CAPES is to provide a formal communication tool for interaction between aspiring administrators and seasoned administrators, leading to improved student and teacher performance, continuous professional growth, and professional esteem. Exploring and experiencing the CAPES through your fieldwork activities is best thought of as a highly individualized experience – a personal journey, in which an essential component of the program is working toward mastery of each CAPE.

A priority of the fieldwork program is to make the process a vehicle for candidate growth and preparation. Another priority is to make mastery of the CAPES a tool for continuous improvement throughout your leadership career.

The CAPES provide a common language and a vision of the scope and complexity of leading by which all administrators can define and develop their practice. Candidates will use the CAPES to promote reflection about leadership, develop professional goals, create activities and experiences, and guide, monitor, and assess their progress toward developing as a leader.

The CAPES are designed to:

- Develop common standards of proficiency for the core knowledge, dispositions, and performances that will link leadership to productive successful schools and will enhance educational outcomes for the students.
- Provide a common language and a vision for the scope and complexity of administrative leadership.
- Stimulate vigorous and in-depth dialogue about quality educational leadership among stakeholders in the field of administration.

- Outline critical elements for success as an educational leader. Incorporate research and best practice methodology to enhance the skills of leaders and to couple leadership with effective educational process and valued outcomes.
- Provide systems for continuous reflection and long-term learning and professional development.

The overarching purpose of the CAPEs is to provide a set of tools to be used by each fieldwork candidate as a foundation for professional reflection, as an organizer for continuous growth through the creation of personal and professional development learning plans and as an integral part of the administrative development process.

Fieldwork is intended to:

- Provide candidates with hands-on experiences working with a credentialed practicing administrator (field supervisor);
- Provide candidates a school-based or district-level context to apply on-going development of administrative knowledge and skills;
- Provide opportunities for the candidate to gain beginning competence in the six program standards and make connections between theory and practice;
- Link academic coursework to authentic, practical experiences in the field.

### **Fieldwork Overview**

During the period of participation in fieldwork, the candidate is expected to complete their fieldwork learning experiences with sufficient depth and breadth as to extend across all of the six program standards. Fieldwork takes place over three terms in the program. During each term two program standards are the focus of the fieldwork activities.

Candidates complete a minimum of ten (10) hours of fieldwork activities per CPSEL [6.1 table of fieldwork hours](#). All courses, including EDLD 591a-c Fieldwork, have identified learner outcomes, which are aligned to the CAPEs. Many courses have embedded assignments that support the fieldwork activities as a whole. For example, in EDLD 572 Managing Resources-People, Policy, and Practice students conduct an interview with a CBO. In EDLD 550 Focusing on Student Achievement students learn and engage in demonstrating many of the skills necessary (i.e., collecting and analyzing school data to successfully complete Cycle 1 of the CalAPA. Students may use table 6.1 to track their fieldwork hours.

The candidate completes activities through Course EDLD 591a, b, c, culminating in the submission of CalAPA Cycles 1, 2, and 3. for the assigned program standards. At the end of each term, the candidate documents fieldwork progress through written reflections highlighting “take-aways” and connections to professional practice using the Gibbs Reflective Cycle (see description below). The Fieldwork Mentor and the CLU University Supervisor provides on-going feedback on the candidate’s progress toward meeting requirements and demonstrating advancement in professional practice. The summative documentation of the candidates fieldwork progress is evaluated by the Fieldwork Mentor and the CLU University Supervisor and documented on the Fieldwork Performance Assessment.

### **Candidate Responsibilities**

Each candidate:

- Is expected to assume and carry out in a professional manner all required steps of the fieldwork and to follow the guidance and directives of the CLU program supervisor and Fieldwork Mentor .

- Will be familiar with the fieldwork handbook to develop an in-depth knowledge of the intent, scope, general expectations, and requirements for the fieldwork.
- Develops proficiency in seeing the relationship and importance of the Program Standards, California Administrative Performance Expectations (CAPEs) and California Administrative Content Expectations (CACEs) to becoming a prepared and successful school leader.
- Completes the self reflection of each of the Program Standards at the end of each term. The candidate's self reflection serves as a guide to develop as a plan, in collaboration with the CLU supervisor, to determine professional growth goals and create an Individual Induction Plan (IIP) for candidates to take with them into their induction planning.
- Schedules an exit interview with the fieldwork mentor to review growth towards demonstrating proficiency in the Program Standards, evaluate the activities completed in the fieldwork plan and complete the Fieldwork Program Assessment.

### **CLU University Supervisor's Responsibilities**

The relationship among the candidate, the Fieldwork Mentor and the CLU University Supervisor must be one of mutual respect, supportive cooperation and open communication. The quality of the partnership depends upon this constructive interaction.

The CLU University Supervisor facilitates a quality fieldwork by:

- Meeting with the candidates prior to the fieldwork to conduct an orientation to the fieldwork requirements, clarifying expectations and objectives.
- Forming a positive working relationship with the candidate, integrating professional knowledge, experience and guidance in the process of assisting each candidate with the formulation of a fieldwork plan.
- Serving as a liaison between CLU's Educational Leadership Program and the candidate's Fieldwork Mentor, sharing the goals and expectations of the program to ensure rich experiences for the candidate.
- Maintaining ongoing communication with the candidate in person, telephone and/or by electronic means (i.e. email, Zoom, Facetime) to keep current with the candidate's progress. The CLU University Supervisor provides timely support and feedback to the candidate to ensure the student is successfully making connections between theory and practice.
- Reviewing the candidate's reflections and providing timely feedback serving as the formative assessment for each candidate.
- Be available to candidates and Fieldwork Mentor to address concerns and provide professional career support as requested.
- Determining the candidate's successful completion of the fieldwork component, including the CalAPA, and submitting the Mentor Agreement, which includes a Performance Assessment, for eligibility for the PASC.
- Providing the candidate with progress updates and recording a grade for the EDLD 591a, b, c Fieldwork.

### **Fieldwork Mentor's Responsibilities**

The Fieldwork Mentor is the key to the success of the candidate's fieldwork. The Fieldwork Mentor is asked to provide leadership opportunities to the candidate for administrative planning, organization, and implementation to gain knowledge and experience that will enhance competence to assume a future leadership position. The primary role of the Fieldwork Mentor is to serve as a role model as well as a mentor, providing guidance and support for the candidate's successful learning through authentic and experiential activities.

The Fieldwork Mentor facilitates a quality fieldwork by:

- Becoming familiar with the Fieldwork Handbook and assisting in identifying the candidate's strengths and opportunities for growth.
- Ensuring an open line of communication with the CLU University Supervisor and the candidate to address expectations and program requirements.
- Meeting with the candidate on a regular basis to review progress in implementing planned field experiences. It is expected that the Fieldwork Mentor and the candidate may need to make modifications or additions to the plan if necessary and should communicate these changes to the CLU University Supervisor.
- Providing regular feedback to the candidate regarding the candidate's growth and development. Open communication should be maintained with the candidate, the CLU University Supervisor and the Fieldwork Mentor.

## **E-Folio Program Reflection and Individual Induction Plan**

### **E-Folio Overview**

Each term the candidate completes a culminating reflection for each Program Standard that will be incorporated in their E-Folio final project. The Program Standard reflection begins where they started- a "prenotion"- of their understanding and competency of the program standard highlighted in their journey towards competency. The following questions may be addressed in the E-Folio:

- How does the program standard support your professional goals?
- Reflect on your identity as a leader and analyze how the program standard has influenced your development.
- Given what you know now, what course content or concrete tasks helped you reach competency of the program standard?
- Describe one or more issues you encountered in completing your fieldwork plan and how it impacted your competency of the program standard.
- Plan for future professional development based on individual strengths, challenges and induction goals.

### **E-Folio Presentation**

#### **Purpose:**

At the conclusion of the coursework and fieldwork students are expected to present a detailed assessment of their learning experiences related to six Leadership Program Standards to an adjudication panel selected by the student and instructors. A successful rating by the adjudication panel is a requirement for recommendation for the PASC.

#### **Adjudication panel:**

Each student presents his/her e-folio project to educational professionals who are either part of the CLU faculty or who are current or past leaders in the field of education. It is highly recommended that each student invites his/her fieldwork site supervisor to be part of the adjudication panel. [\(link rubric\)](#)

#### **Components of Presentation:**

1. Slide format: An example of a quality e-folio presentation is shared with the cohort to help define the expectations for this project. The sample and a template are provided to the student.
2. Not to exceed 30 minutes
3. Must include the following:
  - a. A selected metaphor that represents the overall learning experience in this program

- b. Five slides for each of the six (6) Program Standards highlighted in our program which address the following:
  - (1) Candidates “pre-course” viewpoint of the meaning and rationale of the standard being highlighted (slide 1).
  - (2) Fieldwork and coursework experiences or activities which helped the candidate better understand the meaning and rationale of the standard (slide 2).
  - (3) A leadership quote that paraphrases their current understanding of this standard. During the presentation candidates share their rationale for selecting the quote (slide 3).
  - (4) The correlation of the candidates learning and coursework in this standard relative to the Graduate School of Education Mission and Vision Guiding Principles (slide 4).
  - (5) A final reflection on this standard (slide 5).
- c. Individual Induction Plan- a culminating slide that addresses individual strengths, challenges, and resources needed for professional growth.

### **Sequencing of e-folio work:**

Each student is expected to complete a portion of the e-folio assignment after each term focused upon the standards highlighted in that term (two program standards per term).

### **Reflection**

At the end of each term, the candidate documents progress through written reflections highlighting “take-aways” and connections to professional practice using the Gibbs Reflective Cycle. [GIBBS Reflection format](#).

### **EVALUATION**

The CLU Educational Leadership Program provides candidates expert supervision with multiple layers of support and complementary practice perspectives to assure a rich experience. Prior to recommending each candidate for a Preliminary Administrative Services Credential, the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the California Administrator Content Expectations and satisfactory performance on the full range of California Administrator Performance Expectations. The following activities provide evidence of student’s mastery of CAPEs and CACEs prior to recommendation for a Preliminary Services Credential:

- A letter grade of B or greater in content courses and a passing grade in fieldwork in order to be eligible for recommendation of a credential.
- Completion of the CalAPA and field experience.
- Creation of an E-Folio of narratives, artifacts, tasks, notes, projects, reflections, etc., as evidence of their growth toward meeting the Program Standards.
- Candidate documentation of progress through written reflection highlighting “take-aways” and connections to professional practice.

Each instructor ensures that the assessment and evaluation process is clearly communicated in writing and reviewed at the beginning of each term for each course. Since the implementation of the CalAPA, the skills and concepts necessary for candidates to complete those performance tasks have become an integral part of EDLD 591a-c Fieldwork and instructors in all program core classes deliver content (required textbooks and activities) that make connections to that work.

The coursework, CalAPA, fieldwork, reflection and the E-Folio serves as evidence for the CTC and is a mandatory component for qualifying for the Preliminary Administrative Services Credential (PASC).

Evaluation for professional growth is a continuous, ongoing process. Through a team effort, the candidate, Fieldwork Mentor, and University Supervisor contribute to an atmosphere of open and constructive communication and reflection.

## **IIP**

The Individual Induction Plan is encompassed in the E-Folio. (See above)

## **DISPOSITIONS & GRIEVANCE POLICY**

### **Statement on Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieving academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship in the program. Any behavior or act which might be defined as "deceitful" or "dishonest" will be addressed with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use, and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- Word for word copying without using quotation marks or presenting the work as your.
- Using the ideas or work of others without acknowledgement.
- Not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.
- Using your work from previous writing/assignments without citation.

### **Basic Professional Disposition Rubric**

Professional dispositions are a vital element of teacher preparation. The disposition rubric outlines the professional dispositions candidates are expected to demonstrate during the foundations block of their clinical experience.

The Basic Professional Disposition Rubric is located at the **Resources for Students** section of the Graduate School of Education's website:

<https://www.callutheran.edu/education/resources/DispositionalRating.pdf>

### **Dress Code**

While working at a school site as a candidate, it is important to maintain a level of professionalism in appearance and attire. Dressing appropriately is an important professional disposition that must be demonstrated while working in the PreK-Adult environment.

### **Student Grievance and Complaint Procedures**

The Student Grievance and Complaint Procedures can be found here:

<https://catalog.callutheran.edu/grad/studentgrievance/>

## APPENDICES

# California Lutheran University

**Graduate School of Education**  
Department of Educational Leadership

### **California Lutheran University Fieldwork Mentor Agreement and Performance Assessment**

Each Preliminary Administrative Service Credential (PASC) candidate is required to secure a Fieldwork Mentor. This mentor should hold or has held in the past, an administrative services credential. It is helpful, but not required that your mentor work at your work site. Over the course of the nine month program, your mentor will assist you by:

- Meeting with you twice each term.
- Help to guide your CalAPA cycle work.
- Discuss leadership concepts explored during coursework.
- Discuss your attainment of the California Professional Standards for Educational Leaders (CPSELs).

Attached are the CPSELs you will be addressing throughout the program. Each term explores two of the six administrator CPSELs.

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Fieldwork Mentor (print name)

Signature

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Student Name (print name)

Signature

University Supervisor (print name)

Signature

Date

Summer Term

Student self-reflection. Assign a rating of 1-4 for each standard (once at the beginning of the term and once at the end of the term)

- 1 = Present
- 2 = Emerging
- 3 = Not Present
- 4 = Not Observed This Term

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

*Element 4A: Parent and Family Engagement Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.*

	Beginning of term	End of term
4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.		
4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.		
4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.		
4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.		
4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.		

*Element 4B: Community Partnerships Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.*

4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.		
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4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.		
4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.		
4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.		

*Element 4C: Community Resources and Services Leaders leverage and integrate community resources and services to meet the varied needs of all students.*

4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.		
4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.		
4C-3 Work with community emergency and welfare agencies to develop positive relationships.		
4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.		

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

*Element 5A: Reflective Practice Leaders act upon a personal code of ethics that requires continuous reflection and learning.*

5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.		
5A-2 Reflect on areas for improvement and take responsibility for change and growth.		
5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.		
5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.		
5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.		

*Element 5B: Ethical Decision-Making Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.*

5B-1 Consider and evaluate the potential moral and legal consequences of decisions.		
5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision making.		
5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.		

5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.		
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*Element 5C: Ethical Action Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.*

5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.		
5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.		
5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.		
5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.		
5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.		

*Fall Term*

Self-reflection. Please assign a rating of 1-4 for each standard (once at the beginning of the term and once at the end of the term)

- 1 = Present
- 2 = Emerging
- 3 = Not Present
- 4 = Not Observed This Term

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

*Element 1A: Student-Centered Vision Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.*

	Beginning or term	End of term
1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.		
1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.		
1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.		
1A-4 Emphasize the expectation that all students will meet content and performance		

standards.		
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*Element 1B: Developing Shared Vision Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.*

1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.		
1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.		
1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.		
1B-4 Align the vision and goals with local, state, and federal education laws and regulations.		

*Element 1C: Vision Planning and Implementation Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.*

1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.		
1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.		
1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.		

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

*Element 2A: Professional Learning Culture Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.*

2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.		
2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.		
2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.		
2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.		

*Element 2B: Curriculum and Instruction Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.*

2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.		
2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.		
2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.		

2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.		
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*Element 2C: Assessment and Accountability Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.*

2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.		
2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.		
2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.		
2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning.		
2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.		

Winter Term

Self Reflection. Please assign a rating of 1-4 for each standard (once at the beginning of the term and once at the end of the term)

- 1 = Present
- 2 = Emerging
- 3 = Not Present
- 4 = Not Observed This Term

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

*Element 3A: Operations and Facilities Leaders provide and oversee a functional, safe, and clean learning environment.*

	Beginning of term	End of term
3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.		
3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.		
3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.		
3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.		

*Element 3B: Plans and Procedures Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.*

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.		
3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.		

3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.		
3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.		

*Element 3C: Climate Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.*

3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.		
3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.		
3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.		

*Element 3D: Fiscal and Human Resources Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.*

3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.		
3D-2 Work with the district and school community to focus on both short and long-term fiscal management.		
3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.		
3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.		
3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.		
3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.		

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

*Element 6A: Understanding and Communicating Policy Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.*

6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements		
6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.		
6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.		
6A-4 Facilitate discussions with the public about federal, state and local laws, policies,		

regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.		
6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.		

*Element 6B: Professional Influence Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.*

6B-1 Advocate for equity and adequacy in providing for students’ and families’ educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.		
6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.		
6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.		

*Element 6C: Policy Engagement Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.*

6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.		
6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.		
6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.		