

**Educational Leadership Program  
Field Work Handbook**

**Masters of Arts in Education**

**School of Education  
California State University Channel Island**

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# **Educational Leadership Program Field Work Handbook**

## **Introduction:**

Program standards developed by the California Commission on Teacher Credentialing (CTC) require that candidates seeking the Preliminary Administrative Services Credential complete administrative field experiences “that are designed to facilitate the application of theoretical concepts in practical settings.” Administrative field experiences are considered essential for the development of each candidate. Field experiences are designed to achieve the following purposes:

Enable each candidate to participate in an individualized program based on a current assessment of the candidate’s knowledge, skills and experiences.

Enable each candidate to address the major duties and responsibilities of the school principal.

Enable each candidate to link the content of course work to the real-life work of school administration.

Enable each candidate to experience a variety of school settings and school levels that are representative of the schools of Ventura County and more broadly the schools of California.

Enable each candidate to participate in one intensive field experience in which the candidate performs a wide range of the typical responsibilities of a full-time school administrator.

Enable each candidate to develop a sustained professional supportive relationship with a successful school administrator.

During the field work program each candidate is expected to assist in significant and varied administrative responsibilities under the direct supervision of a school administrator jointly selected by the school district and the university. The goal is to develop the candidate’s leadership and management abilities by engaging in problem-analysis; data collection; and problem-solving with others at the school site.

Candidates will address areas such as:

- school improvement
- teacher observation and evaluation techniques
- curriculum development and implementation

- use of statistical data for improvement of student achievement
- budgeting and accounting procedures
- school-community communications
- student discipline
- supervision and leadership of school activities
- parent conferencing and communications
- conflict resolution
- supervision and leadership development
- implementation of special education requirements and procedures
- facility maintenance and repair
- design and implementation of school safety plans
- student, program, and facility scheduling

The candidate, supervising administrator, and university coordinator will work together to plan a series of meaningful activities and projects that will allow the candidate to fully develop entry level skills in all areas of school site-level administration. The active participation of each of the three partners is required for success.

The field work component of the Educational Leadership Program is embedded in the courses Professional Development and Field Work. Candidates register for one of these course during each term of the Educational Leadership Program.

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|---------------|--|
| Fall (2008)   | Development of Professional Development Plan with Mentor |
| Spring (2009) | Field work as per approved Professional Development Plan |
| Summer (2009) | EDPL 631 four credits—Fieldwork as per approved PDP      |
| Fall (2009)   | Field work as per approved Professional Development Plan |
| Spring (2010) | EDPL 632 two credits—completion of Fieldwork Portfolio   |

### ***Foundation for Professional Development and Field Work***

The Professional Development and Field Work courses provide an individualized goal setting process that is focused on the development of the Standards of Candidate Competence and Performance established by the California Commission on Teacher Credentialing identified by CTC as Category III Standards 10-15. These standards provide the unifying focus of the Professional Development Field Work course. These same standards are embedded in the final summative assessment of the Educational Leadership Program. Candidates must demonstrate entry-level competency on each standard to be recommended for the Preliminary Administrative Services Credential. The Standards of Candidate Competency and Performance are identified by CCTC under the following headings:

***Vision of Learning***  
***Student Learning and Professional Growth***  
***Organizational Management for Student Learning***  
***Working with Diverse Families and Communities***

***Personal Ethics and Leadership Capacity  
Political, Social, Economic, Legal and Cultural  
Understanding***

The Standards identified in these topical areas as well as the elements specified under each broad standard are the focus of the Professional Development and Field Work courses.

**Conditions for Participation in Field Work**

The candidate must meet the following conditions before the field work is undertaken:

1. Be admitted to the Educational Leadership Program
2. Understand and accept that each candidate is a guest in field work schools and will work under the direction of the supervising administrator who has agreed to provide the candidate with an opportunity to develop administrative competencies. Maintain a professional attitude, deportment, and professional ethics that are critical and required for successful field work experiences.
3. Read and complete the necessary portions of this Field Work Handbook prior to beginning a placement.
4. Work with the university coordinator to identify appropriate sites for field work. All supervising administrators are to be approved and assigned by the university coordinator. Field experiences are to include two different levels (e.g. elementary and middle; or middle and high school), and in at least one school district other than the one in which the candidate is employed. Candidates are to have experience in sites which represent the diversity of the Ventura County Schools.

**Field Experience Duration and Placement**

There are three categories of field experiences:

**Category One:**

There are field experiences embedded in the requirements of specific courses and the requirements of these field experiences are established by the course instructor. Candidates will document these experiences and integrate them into the Professional Development Plan and portfolio used to demonstrate competence in the Standards of Candidate Competence and Performance.

**Category Two:**

There is the overall program requirement for field experience that is embedded in the Professional Development and Field Work courses (631-632). These experiences will occur throughout the program and will be identified by the candidate and the supervising

administrator as the candidate works to develop competencies established by CCTC and identified in Category III Standards of Candidate Competence and Performance Standards 10-15.

#### Category Three:

There is the intensive field work experience in which the candidate works with a specific administrator to explore the full range of job performance requirements of school site level administration. The school site and exact time that the intensive experience is scheduled will vary for candidates with many candidates using opportunities in school district summer schools to fulfill this requirement. The supervising administrator and university coordinator will work with each candidate to schedule this intensive experience.

The intensive experience must be a minimum of 100 clock hours. The total of categories two and three must be a minimum of 120 clock hours. Most candidates will far exceed the 120 hour minimum requirement as they work to experience the full range of site level administrative responsibilities and develop entry-level competency in all of the Standards of Candidate Competence and Performance established by CCTC.

#### **Planning Guide:**

The materials and forms that follow serve as a planning guide, a working document for the candidate, the supervising administrator, and university coordinator. This section also outlines the responsibilities of each of three partners: candidate, supervising administrator and university coordinator. Field work is based on the standards and guidelines set forth by the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential. By design, these standards and guidelines provide for a set of common expectations for all candidates while also supporting the development and implementation of field experiences that meet the individual needs of each candidate.

#### **Common Expectations**

Each candidate, working under the direction of an administrator holding a principal's credential will participate in experiences in the following areas

- Active involvement in leadership activities with students, parents, and staff representative of the diverse communities of Ventura County
- Active involvement at two different levels (e.g. elementary and middle level or middle school and high school) and in at least one school other than the one in which the candidate is employed
- Active involvement in school improvement aligned with the procedures and requirements of state and federal accountability systems
- Active participation in resolution of conflicts involving students, parents and staff.

- Active involvement in student discipline from initiation to resolution
- Active in staff supervision
- Active participation in implementation of special education procedures including IEP conferencing and decision-making
- Active involvement in dealing with a long- term policy issue at the school or district level

### **Individual Expectations**

Each candidate, working with the school district supervising administrator and university coordinator will design an individual field work program based on the on-going assessment of the candidates strengths and needs in relationship the competencies established by the CCTC and identified in Category III Standards of Candidate Competence and 10-15

### **General Guidelines for Administrative Field Work**

As set forth in CCTC Category Standard 3, Development of Professional Perspective, the Educational Leadership Program facilitates the development of the professional perspective, knowledge, and skills of each candidate by providing extensive opportunities for each candidate to analyze, implement, and reflect upon the relationships between theory and practice concerning teaching and learning in the context of the schools of California. Effective leadership requires the ability to accept responsibility for action and to seek out the resources needed for professional development. The Professional Development and Field Work Courses provide each candidate with opportunity to carry out in a professional manner all of the required steps outlined below including the development of a professional relationship with the supervising administrator and the university coordinator. In summary, each candidate is to take responsibility for actively using the resources of the field work course to develop the leadership skills needed for entry level administration.

### **Candidate's Responsibilities:**

1. Read this handbook to grasp the intent, scope, and expectations, and requirements of the Professional Development and Field Work course. Use the handbook as guide and resource throughout the Educational Leadership Program.
2. Complete the assessment of each of the standards using the form provided. The standards have been established by the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential. Your self-assessment should be completed prior to your first formal meeting with your supervising administrator. Careful reflection on the leadership knowledge and skills you bring to the program is essential if you are to build on your current strengths.
3. **As a candidate you are responsible for scheduling meetings with your supervising administrator and with the university coordinator. This responsibility is an**

**opportunity for you to direct and manage your own learning, by developing and maintaining professional relationships with the supervising administrator and the university coordinator and by managing your professional development and field work plan. Learning to provide leadership in professional development begins with managing one's own professional development.**

4. Once you have completed the self-assessment, schedule a meeting with your supervising administrator and share your assessment. Working collaboratively, create the first stage of your professional development plan with short and long term goals leading to the identification of activities, tasks, projects, experiences that help to address the standards that both you and your supervising administrator feel are most critical to your growth as a future administrator. Use the planning sheets. Be certain to agree on the evidence to be used to assess the level of accomplishment. During this meeting not all activities and projects need to be specified. The planning pages are to be considered a working document that is revised regularly for clarification, modification, enhancement, deletions, and additions. The documents are to support the professional development process and to provide a written record of your work. Once the professional development plan is approved by your supervising administrator, and as the plan is revised in each term, you must present your plan to the university coordinator for approval.

4. Sign the Professional Development and Field Work Contract, have your supervising administrator sign the contract and make three copies: one for the supervising administrator, one for the university coordinator, and one for your professional development and field work portfolio.

5. Keep a journal of your field experiences that document the tasks, activities, and projects. After each activity or day at a site, reflect on some aspect of your learning and relate your learning to one or more of the competencies in the standards. Be sure to enter the number of hours involved in field experiences at your site(s).

6. As an outcome of each field work experience, assemble a portfolio of your administrative tasks, notes, and projects. Documents placed in the portfolio must provide evidence of actual administrative experience related to the standards. The portfolio should be assembled in a large 3-ring binder. At least one section of the portfolio must be developed using an electronic tool. The contents of the portfolio include the following:

- Names of Candidate and Supervising Administrator
  - Dates and summary of conferences
  - Copy of signed contracts
  - Copy of initial self-assessment
  - Copy of planning sheets showing revisions and modification of the plan over the course of the Educational Leadership Program (initial plan, followed by revisions at the end of fall and spring terms, and plan for post-program development)
  - Evidence of administrative experiences and reflection on experiences (this will serve as a source of material for summative evaluation of the program)
- Candidates will develop and organize the materials for the final assessment

portfolio throughout the program. **Review the expectations in the Final Assessment document and create documents for the portfolio as courses and field experiences are completed.**

- Copy of final self-assessment.

The portfolio will also serve as a resource in preparing for applications, resume materials, and interviews for administrative positions.

7. Begin each field experience by shadowing the supervising administrator (or other school personnel if appropriate) to become familiar with the full range of administrative responsibilities. Gradually assume responsibilities for administrative tasks, activities and projects that have been outlined in the plan or assigned by your supervising administrator to meet needs of the school. Remember the plan can always be modified as you learn and as new opportunities present themselves.

8. During the second summer of the program and near the end of the field experience complete the final self-assessment with your supervising administrator. Schedule an appointment with the supervisor and the university coordinator to evaluate growth, progress and areas that need further development. The supervising administrator will complete a final evaluation form regarding your work which includes a recommendation regarding qualification for the Preliminary Administrative Services Credential. A copy of this completed recommendation will be sent to the university coordinator and to the candidate.

9. Turn in the completed portfolio to the university coordinator at the final meeting of the Professional Development and Field Work course. You will have access to the portfolio in completing the summative evaluation for the Educational Leadership Program.

### **Supervising Administrator's Responsibilities**

The supervising administrator is key to the success of the candidate's field work. The supervising administrator is selected because of expertise and willingness to fulfill the critical role of developing future educational leaders. The primary role of the supervising administrator is to serve as role model, give guidance and support, and provide opportunities for the candidate to gain experiences that will enhance her or his competence to assume a future administrative position.

1. Establish professional rapport with candidate that will lead to open and honest sharing, feedback and support.

2. Become familiar with the Field Work Handbook and review the candidate's self-assessment of strengths and areas of need. Assist the candidate in setting professional development goals and identifying activities, tasks, projects, and experiences that will enable the candidate to develop the real-world skills needed by an entry-level administrator. Work with the candidate to identify the evidence that will be used to assess the level of accomplishment for each area of need. Using your professional contacts,

support the candidate in gaining access to a variety of school sites representative of the diversity of Ventura County Schools.

3. Review your expectations in working with the candidate and sign the contract formally agreeing to work with the candidate as supervising administrator.

4. As needed, provide the candidate with an orientation to the site and introduction to key site personnel who will assist the candidate in completing field experiences.

5. Meet regularly with the candidate to review the candidate's professional development plan, field work activities, and to assist the candidate in modifying the plan and setting new goals. (Recommend meeting monthly with a minimum of three formal meetings per term.) Challenge the candidate to analyze all school situations and issues through the lens of student learning.

6. Provide regular feedback to the candidate and to the university coordinator about the candidate's growth and development, issues and concerns. Contact the university coordinator immediately if, for any reason, the quality of the field work is in jeopardy

7. Ensure that the candidate is assuming increased levels of responsibility that will provide experience in a full range of administrative tasks and responsibilities much as a student teacher assumes increased responsibility toward the end student teaching. Involve the candidate in a variety of tasks, activities and projects that will require the candidate to hold meetings, prepare memos, interview people, conduct conferences, survey personnel, analyze data, develop recommendations, prepare drafts of formal reports, draft letters, observe and supervise instruction and assist in school improvement efforts.

8. At the end of the field work experience, meet with the candidate and the university coordinator to evaluate the candidate's competencies and provide a written formal evaluation to the university coordinator. Using the candidate's self-assessment form, provide an independent evaluation of the candidate using the end of field work side of the form.

9. Assist the university coordinator in assessing the strengths and weaknesses of the Professional Development and Field Work course.

### **University Coordinator's Responsibilities**

The relationships between the candidate, the supervising administrator and the university coordinator must be ones of mutual respect, supportive cooperation, and open communication. The quality of the field work experience is dependent upon this constructive interaction. The university coordinator will do the following to facilitate a productive field experience.

1. Meet with course instructors to link field work to courses and to fully develop the field experiences that are integrated into course requirements.
2. Work with representatives of the Ventura County School Districts to identify a pool of highly qualified and interested school district administrators. Meet with available supervising administrators to provide orientation to the Professional Development and Field Work course.
3. Meet with candidates in orientation sessions to review field experience requirements and to provide support for candidates in establishing initial contact with supervising administrators.
4. Organize and conduct the Professional Development and Field Work Seminars that are held each month and that support deeper understanding of the Standards of Candidate Competence (10-15) through reflection, sharing, feedback, and analysis of field work experiences.
5. Review and approve professional development plans developed by candidates and supervising administrators. The monthly seminars will be used to review plans and provide support and feedback for candidates.
6. Visit each field work site at least once each term (fall, spring, and summer) to meet with the supervising candidate and the candidate.
7. Remain accessible and available to the supervising administrator and the candidate to respond to any issues that may arise that impact the quality of the field work experience.
8. Receive and review the candidate's portfolio which contains self-assessments, records of field experiences, reflections, daily journal entries and professional development plans. Meet with each candidate to review the portfolio and the quality of the field experience.
9. Organize and manage the summative assessment process for each candidate using the recommendations of the supervising administrator, the work of the candidate, and the input of course instructors to make a final recommendation regarding eligibility for the Preliminary Administrative Services Credential.
10. Seek input from each supervising administrator and each candidate to evaluate the field experience in terms preparing candidates with entry level competency for site level administrative positions.

### **Measure of Competency on the Performance Assessment Form**

A rating scale is provided for each competency with a range of 1 to 5 with 1-- no experience/not observed in that competency, 2-- lack competency, 3-- limited competency, and 4-- entry level competency 5—exceptional competency. The left side of the document is for the pre-assessment and the right side is for the final assessment.

Information on levels of competency will be included in the Professional Development Seminars. As you complete field and course experiences you may wish to note your progress in the space in the middle and on your planning sheets. Course instructors have clearly identified standards on course syllabi. As you successfully complete the assignments and assessments in each course you should note progress toward meeting the standards. Your professional development plan is then a dynamic document that guides your progress toward entry-level competency on each standard.

### **Competency Descriptors**

Each of the broad standards is followed by elements that provide more detail related to the standard. Using the rating scale, rate yourself on each element prior to meeting with your supervising administrator. Remember, this is likely your first contact with the standards for the Preliminary Administrative Services Credential. Some you may have mastered, on many you may have little competency, and on many others you may have little background to make a confident judgment. As the program progresses you will grow in your understanding of the competencies through course work, discussions with your supervising administrator and field experiences. The program is designed to support you in developing entry level competency on each element. The assessment form is a tool for you to use throughout the program, not one measure of your performance.

### **Planning Forms**

Planning forms are available to be used for each standard. You and your supervising administrator will use the planning forms to plan, to document the activities and products that you complete during your field experience. As you review your professional development plan at the end of each term, you will revise plans, add and delete activities and set new goals. You will integrate learning from course work into your understanding and achievement of the competencies. Keep your materials together as you build your professional portfolio.

### **Evaluation of Professional Development and Field Work**

A grade of pass (credit), fail no credit, or incomplete progress will be assigned at the end of each term. (Spring 2008 and Fall, 2009)

The grade assigned by the university coordinator will be based on input from the supervising administrator and the candidates documentation. Progress in implementing the professional development plan evidenced by daily journal entries, conferences with the supervising administrator, and entries in the portfolio will be used in determining a grade.

An incomplete grade in Professional Development and Field Work may lead to removal from the program. Extenuating circumstances may be considered on an individual basis. The final grade for Professional Development and Field Work will be integrated into the summative evaluation for the program which determines eligibility for a positive recommendation for the Preliminary Administrative Services Credential.

## **Candidate Program Performance Assessment Form**

The assessment form is composed of the Category III competencies established by the California Commission on Teacher Credentialing. (Standards 10-15) At the conclusion of the Principal Leadership Program you will present the your Professional Development Portfolio which demonstrates your progress in establishing entry level performance in meeting each of the standards. You will also be evaluated on the each of these standards by your supervising administrator. As a final assessment, you will prepare a reflection paper on the importance and application of the standard to the work of the school principal and you will also present evidence supporting your competency on the key concepts of each standard. The details of the assessment plan are presented in the Final Assessment Plan for the Educational Leadership Program.