HUMBOLDT STATE UNIVERSITY
Program Handbook
Educational Leadership Program
Leading to a California Administrative Services Credential

“Excellence in Educational Leadership”

College of Professional Studies
School of Education
Harry Griffith Hall 202
(707) 826-5867
(rev. 3/3/15)
THANK YOU!

Acknowledgements

Appreciation and thanks to all local administrators who have helped make this handbook more concise and useful.

Thank you

Dear Administrators, Mentors, and Site Supervisors:

In the School of Education at Humboldt State University, we deeply value our collaboration with you and the contributions you make to the professional growth and development of our credential candidates. It is our partnership that provides our candidates with the opportunity to attain both a strong theoretical base and the ability to translate that base into practical application, in short to put theory into practice in their professional lives.

Because we all are committed to excellence and on-going growth, we will continue to strive to select the best qualified candidates, provide the highest quality instruction, and forge increasingly solid and varied links between your schools and H.S.U.

For your dedication and leadership to the profession with the candidates in our programs, we salute you! I hope the coming academic year is one of excitement, success, and learning.

Sincerely yours,

Kenny Richards, Ed. D.
Program Leader/Coordinator
Educational Leadership Program
School of Education
EDL Handbook

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Calendar

Fall Semester

Aug 18  Fall Semester Begins at HSU
Aug 18-22 Meetings, Testing, Advising, Registration
Aug 23  Program Orientation & EDL 660 (a) - Technology & School Management
Sept 1  LABOR DAY holiday
Sept 6  EDL 646 – The Principal: Leader & Administrator
Sept 20  EDL 646 – The Principal: Leader & Administrator
Sept. 30  Fieldwork Plan Due
Oct 4  EDL 646 – The Principal: Leader & Administrator
Oct 18  EDL 645 – Personnel Administration & Supervision
Nov 1  EDL 645 – Personnel Administration & Supervision
Nov 11  VETERAN’S DAY holiday
Nov 15  EDL 645 – Personnel Administration & Supervision
Nov 24-28  THANKSGIVING RECESS, HSU and most K-12 public schools
Dec 6  EDL 649 - Ethics & School Administration
Dec 13  EDL 660 (b) – Technology & School Management
Dec 15-19  Final Exams at HSU
Dec 22  Fall semester ends
Dec 22  Grades due
Calendar 2014-2015
Continued

Spring Semester

Jan 10  EDL 647 – Diversity Issues & School Administration
Jan 14  Spring Semester begins
Jan 19  Martin Luther King Holiday
Jan 30  Spring Fieldwork Plan Due
Jan 24  EDL 647 – Diversity Issues & School Administration
Feb 7   EDL 642 – Curriculum: Development & Governance
Feb 28  EDL 642 – Curriculum: Development & Governance
March 14 EDL 642 – Curriculum: Development & Governance
March 16-20 Spring Break for Most K-12 Schools
March 28 EDL 648 – Legal & Fiscal Aspects of School Administration
March 31 CESAR CHAVEZ holiday at HSU
April 18 EDL 648 – Legal & Fiscal Aspects of School Administration
May 2   EDL 648 – Legal & Fiscal Aspects of School Administration
         Portfolios due
May 9   EDL 696 – Field Experience Seminar & Final Evaluation
         (This seminar may be done on May 3 with consensus of Cohort)
May 11-15 Final Exams at HSU
May 16  HSU Commencement, Redwood Bowl
May 20  Grades due
May 20  Spring semester ends
Checklist for the Credential Candidate

Credential Candidate Checklist

______ Application for admission to HSU completed on-line through CSU MENTOR.

______ Application (hard-copy) for admission to the Educational Leadership (EDL) Programs completed and filed with the School of Education.

______ Copy of teaching/qualifying credential attached to EDL application.

______ Evidence of satisfactory completion of California Basic Education Skills test (CBEST) attached to EDL application.

______ Letter from employer/s verifying a minimum of four years fulltime/teaching/counseling/other qualifying experience attached to EDL application.

______ Two letters of recommendation: one from present supervisor and one from another school administrator attached to EDL application.

______ Completion and evidence of health verification form.

______ Interview completed with Program Leader/Coordinator of EDL Program.
The Program

The overriding mission of the Educational Leadership Program is to prepare professional educators to serve in California schools and work directly with youth of diverse ethnic, socioeconomic, and cultural backgrounds. The program endeavors to create an environment where learning is the highest priority; one goal is to provide candidates with the skills, knowledge, and attitudes to prepare them for effective administration in today’s and tomorrow’s schools. Candidates are expected to become instructional leaders and decision-makers in the pursuit of excellence; classroom managers and creators of equitable educational opportunities for a diverse student population; and confident scholars who are facilitators for a lifetime of learning.

Educational leadership and administration are complex processes requiring both a theoretical framework and a broad collection of skills and attitudes. Theory provides the conceptual framework and vocabulary along with the various strategies and techniques for examining and responding to many of the experiences which candidates will encounter. The program provides a sturdy bridge connecting educational theory with practice, pre-service with in-service education, and the University with the school community. The program is designed to empower all participants, who, in turn, are encouraged to collaborate with one another with energy, enthusiasm, integrity, and mutual respect.

Contacting EDL Personnel

The Education and Credentialing Office is located in Harry Griffith Hall, Room 202. The following phone numbers and e-mail addresses may be helpful:

Fax Number ________________________________ 826-5868

School of Education Department Chair ____________ 826-3719
   Mary Dingle, Ph.D.
   mdp140@humboldt.edu

EDL Program Leader/Coordinator ________________ 826-5886
For other School of Education faculty phone numbers, look on the HSU Web Site (http://www.humboldt.edu) contact Carmela Paradise, School of Education, at 826-3729.

Your Program Leader/Coordinator is the first line of communication with the university and will provide additional information, as needed, concerning the EDL Program. Please feel free to contact any EDL faculty member or your site supervisor/mentor if you have additional questions about the program. Visit the Administrative Services’ web page for current information. http://humboldt.edu/education/programs/credential-programs/educational-leadership-program
The Educational Leadership Program at Humboldt State University is defined primarily by the qualities of the candidates it produces. Specifically, the program is defined by the extent to which candidates demonstrate and/or exhibit the following:

- High moral and ethical values and humane and enthusiastic service to others
- Knowledge and skill in working with students, staff and community members who have diverse linguistic, socioeconomic, cultural and ethnic backgrounds
- Understanding of and ability to apply various learning and motivation theories and techniques
- Interpersonal skills, including facilitation skills (empathy, respect, warmth) and asserting skills (expressing opinions and making requests) to create nurturing school environments
- Employment of appropriate discipline strategies so that a school can be maintained that balances freedom and control and promotes development of the full potential and self-worth of all students and staff
- Understanding of teaching strategies, assessment tools and evaluation procedures as they apply to curriculum and curriculum standards
- Knowledge and experience in the use of the ever-changing instructional technologies which are available including multimedia, and understand the importance of integrating these technologies into the learning environment
- Candidates have knowledge and experience in the use of the ever-changing instructional technologies which are available including multimedia, and understand the importance of integrating these technologies into the learning environment.

Mentors, site supervisors, and faculty in HSU’s Educational Leadership Program collaborate to guide and support candidates in developing competence in the following standards:

- 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
Administrators need 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. The program staff periodically evaluates the quality, fairness assessment practices and uses assessment data as one source of information about quality of the preparation program. Credential candidates completing the EDL Program are expected to demonstrate competency in:

- Facilitating 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.
- Articulating and demonstrating 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 how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- Identifying and addressing barriers to accomplishing the vision.
- Shaping school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
- Using the influence of diversity to improve teaching and learning.

Administrators need to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Credential candidates completing the EDL Program are expected to demonstrate competency in:

- Understanding and creating an accountability system of teaching and learning based on student learning standards.
- Using research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.
- Utilizing 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.

- Knowing how to shape a culture where high expectations for all students and for all subgroups of students are the core purpose.
- Guiding and supporting 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.
- Promoting equity, fairness, and respect among all members of the school community.
- Providing opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- Knowing and supporting the use of state-adopted learning materials and a wide array of learning strategies to support student learning.
- Coordinating 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.
- Utilizing technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

Administrators need to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Credential candidates completing the EDL Program are expected to demonstrate competency in:

- Monitoring and supervising faculty and staff at the site, and manage and evaluate the instructional program.
- Establishing school operations, patterns, and processes that support student learning.
- Understanding and managing 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.
- Coordinating and aligning fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.
- Sustaining a safe, efficient, clean, well-maintained, and productive school environment that nurtures student
learning and supports the professional growth of teachers and support staff.

- Utilizing the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.
- Utilizing effective and positive nurturing practices in establishing student behavior management systems.
- Utilizing successful staff recruitment, selection and induction approaches, and understanding the collective bargaining process, including the role of administrator and the union.
- Effectively evaluating and using a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.
- Effectively using technology to manage types of databases within a school and to use data to improve instruction.

Administrators need to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Credential candidates completing the EDL Program are expected to demonstrate competency in:

- Incorporating information about family and community expectations into school decision making and activities.
- Recognizing the goals and aspirations of diverse family and community groups.
- Valuing diverse community stakeholder groups and treats all with fairness and with respect.
- Demonstrating the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- Knowing how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.
- Effectively communicating information about the school on a regular and predictable basis through a variety of media and modes.

- Facilitating parent involvement and parent education activities that support students’ success.

**Working with Diverse Families and Communities**
Administrators need to promote the success of all students by modeling a personal code of ethics and developing professional leadership capacity. Credential candidates completing the EDL Program are expected to demonstrate competency in:

<table>
<thead>
<tr>
<th>Personal Ethics and Leadership Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Using skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fostering and developing those skills in others.</td>
</tr>
<tr>
<td>• Modeling personal and professional ethics, integrity, justice, and fairness and expecting the same behaviors from others.</td>
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<tr>
<td>• Making and communicating decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.</td>
</tr>
<tr>
<td>• Utilizing technology to foster effective and timely communication to all members of the school community.</td>
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<tr>
<td>• Reflecting on personal leadership practices and recognizing their impact and influence on the performance of others.</td>
</tr>
<tr>
<td>• Encouraging and inspiring others to higher levels of performance, commitment, and motivation.</td>
</tr>
<tr>
<td>• Knowing how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</td>
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<tr>
<td>• Engaging in professional and personal development.</td>
</tr>
<tr>
<td>• Knowing the curriculum and how to integrate and articulate programs throughout the grades.</td>
</tr>
<tr>
<td>• Knowing how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.</td>
</tr>
<tr>
<td>• Protecting the rights and confidentiality of students and staff.</td>
</tr>
</tbody>
</table>

Administrators need to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Credential candidates completing the EDL Program are expected to demonstrate competency in:

<table>
<thead>
<tr>
<th>Political, Social, Economic, Legal and Cultural Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understanding their role as a leader of a team and are able to clarify the roles and relationships of individuals within the school.</td>
</tr>
</tbody>
</table>
• Ensuring that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.
• Responding to diverse community and constituent views and groups and generating support for the school by two-way communication with key decision makers in the school community.
• Knowing 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.
• Knowing how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.
• Welcoming and facilitating constructive conversations about how to improve student learning and achievement.
The Preliminary (Level I) Educational Leadership Program requires completion of 24 semester units of coursework and related field experiences in which a balance between theory and practice is emphasized. Course content includes both knowledge and practice components designed to meet the needs of today’s and tomorrow’s schools. Field experiences at both the elementary and secondary levels focus on the development of site-based leadership and management skills. The major thrust of the program is to prepare individuals to perform the responsibilities of entry-level administrators.

Coursework for the preliminary (Level I) administrative service credential at Humboldt State University is offered every other year.

**FALL SEMESTER COURSEWORK**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 649</td>
<td>Ethics and School Administration</td>
<td>1</td>
</tr>
<tr>
<td>EDL 645</td>
<td>Personnel Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDL 646</td>
<td>The Principal: Leader and Administrator</td>
<td>3</td>
</tr>
<tr>
<td>EDL 660</td>
<td>Technology and School Management</td>
<td>2</td>
</tr>
<tr>
<td>EDL 694</td>
<td>Elementary Administrative Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Preliminary administrative services credential candidates must accrue a total of 135 clock hours of Elementary Administrative Field Experiences and a total of 135 clock hours of Secondary Administrative Field Experiences, for a grand total of 270 clock hours of field related experiences. A total of 45 clock hours is equal to one (1) semester unit of credit. Field experiences may not be started until the supervising site administrator, university supervisor, and the candidate have met and/or agreed upon a Field Experience Plan to satisfy the field experience requirement.
**SPRING SEMESTER COURSEWORK**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 642</td>
<td>Curriculum: Development and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EDL 647</td>
<td>Practicum: Diversity Issues and School Administration</td>
<td>2</td>
</tr>
<tr>
<td>EDL 648</td>
<td>Legal and Financial Aspects of School Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL 695</td>
<td>Secondary Administrative Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 696</td>
<td>Field Experiences Seminar and Final Evaluation</td>
<td>1</td>
</tr>
</tbody>
</table>

**One unit courses**

Each one unit course will meet one weekend, Saturday from 9 a.m. to 12:00 noon and from 1:00 p.m. to 5:00 p.m.

**Two unit courses**

Two unit courses meet for two weekends, Saturday classes meet from 9 a.m. to 12:00 noon and from 1:00 p.m. to 5:00 p.m.

**Three unit courses**

Three unit courses meet for three weekends. Saturday classes meet from 9 a.m. to 12:00 noon and from 1:00 p.m. to 5:00 p.m.
Additionally, in between class meetings, all coursework is augmented through ongoing on-line instruction

**COURSE DESCRIPTIONS**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 649</td>
<td>Ethics and School Administration</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Review personal, institutional, and community values. Clarify their conflict and impact on school administration and leadership.</td>
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<tr>
<td>EDL 645</td>
<td>Personnel Administration and Supervision</td>
<td>3 units</td>
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<tr>
<td></td>
<td>Issues related to school personnel procedures, from employment to retirement. Supervision of instruction, employee evaluation, collective bargaining.</td>
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<tr>
<td>EDL 646</td>
<td>The Principal: Leader and Administrator</td>
<td>3 units</td>
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<tr>
<td></td>
<td>Role and responsibilities of the principal, leadership Concepts, decision making techniques, school Organization, community relations, school climate, Curriculum administration and categorically-funded Projects.</td>
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<tr>
<td>EDL 660</td>
<td>Technology and School Management</td>
<td>2 units</td>
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<tr>
<td></td>
<td>School administrator’s role/responsibility in providing leadership in computer technology and improved delivery and management of educational programs. Media technology for the instructional program.</td>
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<tr>
<td>EDL 694</td>
<td>Elementary Administrative Field Experience</td>
<td>3 units</td>
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<tr>
<td></td>
<td>Supervised performance of administrative tasks in an elementary school to meet requirements for preliminary administrative services credential.</td>
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### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDL 642</td>
<td><strong>Curriculum: Development and Governance</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Structure and organization of curriculum. Historical,</td>
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<td></td>
<td>traditional, and contemporary influences. Problems</td>
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<td></td>
<td>related to governance, leadership, procedures, and</td>
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<td></td>
<td>implementation.</td>
<td></td>
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<tr>
<td>EDL 647</td>
<td><strong>Practicum: Diversity Issues and School</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td></td>
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<tr>
<td></td>
<td>Roles and responsibilities of school administrators in</td>
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<td></td>
<td>Addressing issues of diversity in elementary and</td>
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<tr>
<td></td>
<td>Secondary schools.</td>
<td></td>
</tr>
<tr>
<td>EDL 648</td>
<td><strong>Legal and Financial Aspects of School</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>California Education Code and significant court cases.</td>
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<tr>
<td></td>
<td>State and federal funding of schools. California</td>
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<tr>
<td></td>
<td>funding formulas; school and district budgeting</td>
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<tr>
<td></td>
<td>procedures. Court decisions and case analyses.</td>
<td></td>
</tr>
<tr>
<td>EDL 695</td>
<td><strong>Secondary Administrative Field Experience</strong></td>
<td>3</td>
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<td></td>
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<tr>
<td></td>
<td>Supervised performance of administrative tasks in a</td>
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<td></td>
<td>secondary school to meet requirements for preliminary</td>
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<tr>
<td></td>
<td>administrative services credential.</td>
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<tr>
<td>EDL 696</td>
<td><strong>Field Experiences Seminar &amp; Final Evaluation</strong></td>
<td>1</td>
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<tr>
<td></td>
<td>Procedures, expectations, and activities related to</td>
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<td></td>
<td>field-based experiences. Candidates develop and</td>
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<td></td>
<td>maintain a portfolio based upon their individual plans</td>
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<td></td>
<td>for field-related experiences.</td>
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</tbody>
</table>
How is the candidate assessed and evaluated?
The Humboldt State University Professional Educational Leadership Program candidate assessment is designed to be systematic, fair, tied to curriculum and competencies, and exhibit multiple measures of assessment. Comprehensive assessment is conducted during the candidate’s last academic term of enrollment in the program. During this period the candidate’s progress in his/her coursework and the activities encompassing the knowledge base and addressing the principles of administrative practice in the standards vision of learning, student learning and professional growth, organizational management for student learning, working with diverse families and communities, personal ethics and leadership capacity, and political, social, economic, legal and cultural understanding will be assessed.

The final culminating review will be performed collaboratively, involving the candidate, mentor administrator(s), university faculty, and other knowledgeable school personnel. During the review, the candidate will have an opportunity to exhibit the strategies, methods, experiences, and competencies experienced during the assessment and evaluation phase (EDL 696).

The candidate also has the opportunity to provide evaluative information regarding the University Supervisor.

How many units must candidates complete for their preliminary credential?
The total number of 24 course and fieldwork units permits candidates to earn the preliminary administrative services credential in one academic year as required by the California Commission on Teacher Credentialing (CCTC).

What GPA must a candidate maintain in the Credential Program?
Candidates need a 3.0 cumulative grade point average in all credential courses. Only “B” quality work will receive credit in a credit/no credit course. The university requires post baccalaureate students to maintain a 3.0 cumulative GPA.

What credential or certificate does the candidate earn during the credential year?
Successful completion of the required coursework and field experiences, receipt of university’s recommendation, and submitting an application and fee will yield a Certificate of Eligibility for the Preliminary Administrative Services Credential. The certificate authorizes the candidate to seek initial employment as an administrator but does not authorize ongoing service as an administrator.

When does the candidate receive the preliminary credential?
When an administrative position is obtained, an application must be filed with the California Commission on Teacher Credentialing (CTTC) and the Preliminary Administrative Services Credential.
authorizing service as an administrator will be issued. The preliminary credential is valid for five (5) years.

**What is the EDL attendance policy?**

Attendance at all EDL credential classes is mandatory. In case of illness and/or emergencies, candidates should notify the professor by telephone or e-mail and arrange to receive notes and handouts from a colleague in the class. Candidates who are absent excessively will meet with the Administrative Services Review Team to assess seriousness of intent and to plan a course of action to maximize their potential for success in the program. Missing one full class session precludes receiving an “A” grade for the respective class.

**What is the purpose of field-related experiences?**

Administrative field experiences provide a real-life laboratory for integrating the knowledge gained in EDL coursework with successful administrative practices. The candidate can acquire administrative skills in a relatively safe environment, guided by the experience of a site supervisor and university supervisor.

**What are the candidate’s professional responsibilities?**

Candidates are expected to follow the Code of Ethics of the American Association of School Administrators and the Statement of Ethics of the Association of California School Administrators.

**What administrative activities are candidates expected to perform?**

Below is a partial list of activities administrative candidates may experience or perform during their field-related experiences. A cooperative review of this partial list by the candidate, site supervisor, and university supervisor will produce clarification, shared understanding, and additional suggested activities/responsibilities.

Candidates should:

- Observe the site supervisor/s establishing school management procedures and school climate during the first weeks of school; review and discuss these observations with site supervisors.
- Observe patterns and interactions within the school or on the playground during recess.
- Become familiar with the rules, regulations and policies of the classroom, school, and district. (Candidates should take special note of district confidentiality policies.)
- Observe the site supervisor/s in faculty and site council meetings and discuss these observations with the site supervisor/s.
- Become familiar with the personnel policies and evaluation
procedures practiced by the site supervisor/s and school/district mandates, if they exist.

- Exhibit punctuality, responsibility, and initiative with assigned administrative activities and functions.
- Become familiar with the scope of school operations within the daily and weekly schedule.
- Become familiar with the school’s special education program and the support system for mainstreamed students.
- Assist site supervisor/s in daily supervision activities.
- Supervise the use of the school’s audiovisual materials and other resources.
- Learn procedures for off-campus field trips and activities.

What field experience plans or agreements must be completed?

In consultation with one another, the university supervisor, site supervisor, and candidate develop a field experience plan at the beginning of fall semester. These plans agreed upon and signed by all parties outline the professional growth goals and related activities for the academic year. A total of 135 hours of field experience must be completed in both the elementary and secondary phases of administrative fieldwork, for a grand total of 270 hours.

Which holidays do credential candidates observe?

During each semester credential candidates follow the HSU schedule in their courses. However, candidates should adhere to public school schedules throughout their required field experience activities.

What is the formal assessment procedure?

Formal review and assessments are conducted by the site supervisor, university supervisor, and credential candidate who meet together to discuss how each member of the triad has met his/her individual responsibilities. The site supervisor and university supervisor must reach consensus on the grade (CR/NC) and recommendation to continue in the program. The EDL assessment forms (pp 62-68) must be completed and signed by the candidate, site supervisor, and university supervisor. The candidate’s signature is required to verify receipt of the assessment, and does not necessarily imply agreement with the assessment.

What formal assessments does a candidate receive?

Credential candidates are formally assessed twice, once during the fall semester and once during the spring semester.

What are the procedures for resolving field experience or supervision problems?

A credential candidate with a field experience or supervision problem should first approach the person with whom the problem exists. If no solution is forthcoming, the candidate should then contact, in this...
problems?

order, the Humboldt State University supervisor, the EDL Program Leader/Coordinator, and the leader of the School of Education, if appropriate. If a situation cannot be resolved informally, the following sequence will be in effect:

- The EDL Program Leader/Coordinator will request information in written form from all involved persons.
- The Program Leader/Coordinator will forward a formal report, with recommendations, to the leader of the School of Education, if appropriate.
- The Program Leader/Coordinator will request a response from the complainant within a given time frame.
- The Program Leader/Coordinator and other involved parties will review the complainant’s response. They either accept the response or request a formal meeting for final resolution.
- If the matter still remains unresolved, the Program/Leader/Coordinator may contact the Dean of the College of Professional Studies or the university ombudsperson. (See University Student Grievance Procedure, Faculty Handbook, Appendix R-1.)

Do all candidates complete the program successfully?

In most instances, they do complete the program successfully. Occasionally, a candidate experiences problems during course work or field experiences. Based on documented evidence, EDL faculty or local school personnel may then request review or termination of a candidate’s credential candidacy. In such a case, a committee consisting of the candidate’s university supervisor, field experience supervisor, and the most recently involved site supervisor(s) determine whether the candidate will continue in the program.

The committee may require remedial action to improve the candidate’s progress within the program. If the committee recommends the candidate’s removal, the candidate has the right to normal university appeals procedures.

A candidate who abuses alcohol or drugs will be subject to dismissal from the Educational Leadership Program.

Is insurance required of the credential candidate?

School districts may require each candidate to carry professional liability insurance secured at the candidate’s expense prior to the commencement of field experience activities. Some candidates may meet this requirement through a rider on a household insurance policy. Coverage may also be obtained through an associate membership in the Association of California School Administrators.
During the conduct of field experience activities, the university provides Worker’s Compensation insurance for candidates injured in the performance of their duties. Candidates who want medical coverage may wish to consider a package obtainable through HSU’s Student Health Center.

In such an event, credential candidates and supervisors do the following:

- On the first day of the stoppage, candidates engaged in field experience activities consult with the university supervisor for direction and guidance.
- The university supervisor may establish alternative schedules and assignments for the following week/s. The supervisor documents these assignments thoroughly for the sake of the candidates and for justification with the California Commission on Teacher Credentialing, if necessary.
- Activities include library research and other approved alternative assignments. All activities must be approved by supervisors and thoroughly documented.
- This procedure is followed on a short-term basis covering one-week periods. If the stoppage exceeds two weeks, the program leader/coordinator may make or designate an alternative school setting for the continuance of field experience activities.
- Deviations from these general procedures require clearance by the Dean of the College of Professional Studies.

As enrolled students at Humboldt State University, credential candidates are protected under federal and state constitutions, statutes, and/or regulations which prohibit discrimination on the basis of race, color, religion, national origin, gender, marital status, pregnancy, age, disability, disabled veteran’s status, or Vietnam-era veteran’s status. In addition, HSU students are protected under California State University policies, which prohibit discrimination on the basis of all of the above plus sexual orientation. Legal rights and responsibilities of HSU students are described in the current edition of the Humboldt State University Catalog.

It is important to recognize that there may be some differences between the legal rights and responsibilities of HSU students and their rights and responsibilities as credential candidates working in cooperating school districts. Some current practices also may affect HSU credential candidates’ legal rights and responsibilities i.e., the
separate admissions interviews conducted at HSU and at cooperating schools; the worker’s compensation coverage paid for by HSU; and the personal liability coverage paid for by credential candidates – often through self-selected membership in the Association of California School Administrators. Copies of school district policies (describing legal rights and responsibilities which apply to HSU students) are available in the Department of Education. Please be aware that there may be differences between private and public schools in this regard, i.e., there may be situations where private schools have a legal right to discriminate against individuals on the basis of religion under First Amendment rights guaranteed in the U.S. Constitution.

Employees of Humboldt State University, including faculty and supervisors in credential programs, are bound by CSU nondiscrimination policies in regard to disclosure of personal information about credential candidates. Questions, concerns, or grievances related to credential candidates’ legal rights and responsibilities should be directed to the program leader/coordinator, who will refer them to the appropriate university office.

**What are the CCTC standards?**

The California Commission on Teacher Credentialing (CCTC) approves administrative services credential preparation programs based on certain standards for program quality and effectiveness. Standards 2-18 address the coursework and field experiences. A comprehensive list of all the ways of meeting these standards would go beyond the scope of this handbook. New standards for both the Preliminary (Level I) and the Professional (Clear) Administrative Services Credential were adopted by the CCTC in May 2003.

**What are the California Professional Standards for Educational Leaders?**

Like content standards for students and professional standards for teachers, the California Professional Standards for Educational Leaders (CPSEL’s) lay out the field of work in a thorough and balanced way. These standards provide a common language for engaging in important discussions about quality administrators: what it takes to prepare them, induct them into the profession, support them in their continuing development, and recognize them as highly accomplished professionals. The standards take individual needs into account in informing and guiding administrators as they progress from aspiring administrators to accomplished administrators.

The CPSEL’s are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards. The latter is a comprehensive set of standards for administrators that are used to prepare, license, and select administrators in several states. The California Commission on Teacher Credentialing (CCTC) standards
for school administrators are now aligned with these CPSEL standards.

The Career Center can help candidates plan a job search, identify school districts, and prepare paperwork in applying for positions. Some specific services include:

- workshops providing valuable information on resume writing, job search strategies, interviewing techniques, and career fairs, all geared toward administrative positions.
- individual career counseling (help with a job search, resume critique, discussion of specific job search questions or career concerns).
- a resume lab with an IBM and a Macintosh to use for writing resumes and cover letters.
- vacancy announcements on individual administrative openings.
- information and resources on working overseas.
- resources on credential processes in other states.
- access to job search information via the Internet and through the Career Center web page at http://www.humboldt.edu/~career.
- candidates who activate HSU e-mail accounts will receive e-mail job information from the Career Center.

Besides the application process, the Career Center assists many credential candidates with interviewing skills, alumni services, or career alternatives to teaching/school administration.

**What other services does the Career Center offer to credential candidates?**

For further information, contact the Career Center in Nelson Hall West, room 130, or call (707) 826-3341 to set up an appointment with the career counselor assigned to credential candidates.
**Who are site supervisors?**

The Site Supervisor

The credential candidate’s supervising site administrator plays a key role in the candidate’s field experience, serving as a role model for effective school administration.

The supervising administrator observes the candidate’s interactions with teachers, students, parents, and colleagues. He/she should also help the candidate prepare for and participate in a variety of administrative activities/experiences. These activities/experiences should enable the supervising administrator to assess the candidate’s strengths and to identify any areas in need of improvement.

The California Commission on Teacher Credentialing (CCTC) requires supervising administrators to be:

1. certified and experienced in school administration;
2. trained in supervision and oriented to the supervisory role; and appropriately evaluated, recognized, and rewarded by the sponsoring institution.

**What are the selection criteria for site administrators?**

With the support of superintendents and school boards in cooperating schools, supervising administrators selected to participate in the Educational Leadership Program at Humboldt State University:

1. are credentialed administrators with a minimum of three years of successful teaching experience;
2. model effective management strategies with their teachers and students, present demonstration/application activities to observe and provide regular opportunities for candidates to practice and receive feedback;
3. demonstrate excellent communication skills in working with students, families, colleagues, and community members;
4. are committed to providing support for their candidate’s ongoing reflections and professional development through regular communications about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns; and
5. are committed to their own professional growth and development in supervision by participating in available professional development opportunities.

**What are the EDL Program requirements for all site administrators?**

At the beginning of the field experience phase, all supervising administrators are expected to meet with the EDL Program Leader to
supervisors? help orient them to their roles and responsibilities. This is an important opportunity for candidates and administrators in cooperating schools to meet one another and to share ideas, interests, and/or concerns. The EDL Program Leaders will share ways in which course assignments may be articulated with fieldwork activities and/or experiences.

What are the site supervisor’s responsibilities to the credential candidate?

Prospective administrators may have a wide variety of backgrounds and experiences. While some may be ready to assume a leadership role and others will not, all will appreciate friendship and guidance. Supervising administrators should strive to establish a cordial relationship with the student administrator. It is helpful to lead the student administrator into the role of a “junior partner” in a common enterprise, equally interested in and responsible for the progress of the teachers and students in the classroom.

It is important to remember that most candidates do not come to the school setting fully prepared to administer programs or to supervise personnel. The supervising administrator will discover through the candidate’s self-assessment and through interaction with the candidate, what skills, talents, and interests the candidate brings to the field experience setting. These observations will help the supervising administrator determine the activities for which the student is ready to safely assume responsibility. The following guidelines may be helpful in this process:

- Take a leadership role in orienting the prospective administrator to the school site, classroom, and curriculum.
- Create an atmosphere of acceptance among the teaching faculty by introducing the candidate to the school as an assistant and by providing personal space (desk, table space) for the candidate to use, if possible.
- Introduce the candidate to fellow administrators and site personnel.
- Guide the candidate into greater and greater involvement with administrative activities.
- Set a specific time for conferencing with the candidate. This will allow for open communication and discussion and usually helps prevent problems that may arise. When time is a major factor, consider conferencing by phone or e-mail and making a list of topics to review and discuss.
- Be aware of the administrative competencies which prospective administrators need to acquire before they are recommended for an administrative services credential.
- Share planning strategies (daily, weekly, etc.) throughout the
• Provide the candidate with professional advice and models of current administrative techniques and procedures (e.g. time management, conferencing, communication skills, etc.)
• Require plans for review and make suggestions before an assignment is carried out.
• Keep the university supervisor apprised of the candidate’s gains in proficiency. Please inform the HSU supervisor of any difficulties that are not being resolved in a satisfactory manner. The candidate should be absolutely reliable in such matters as attendance, promptness and daily preparation.
• Complete all university required assessment forms in a timely manner, including a final letter of reference for the candidate’s placement file.

What level of competence is expected from the candidate?

Each candidate in the program is required to display competence and perform effectively in the application of specific administrative skills. As part of the university’s ongoing program of professional assistance, candidates are informed of their strengths and weaknesses. It is critical that this process continue in all field experience placements. If weaknesses are observed, the supervising site administrator should provide opportunities for strengthening skills and/or behaviors. Similarly, strengths and weaknesses should be communicated to candidates so that candidates are able to develop a realistic appraisal of their administrative abilities. The following standards are identified as critical areas for candidate competence:

- 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

A final assessment of the candidate in the above areas is required. In the development of this final assessment, a systematic and fair process including evaluation of strengths and weaknesses is expected. Wherever possible, the candidate’s assessment should include multiple measures and multiple sources. For example, a presentation to the local school board may be evaluated by the supervising administrator and by the school board members.
What are the site supervisor’s responsibilities to the university supervisor?

In addition to their work with credential candidates, site supervisors aid the university supervisor by:

- Providing time (at mutual convenience) for conferencing. These conferences may follow each of the university supervisor’s site visits.
- Documenting as necessary and/or appropriate, a candidate’s performance to share with the university supervisor.
- Attending two university-hosted meetings and a supervision workshop for administrators. Other training in supervision techniques or procedures is encouraged.
- Completing and returning university-related evaluation forms in a timely manner.
- Advising the university program leader/coordinator of any problems that may need attention.

How are site supervisors evaluated?

At the conclusion of the candidate’s field experiences an adequate amount of time is set aside to discuss the candidate’s progress as well as the effectiveness and quality of guidance provided by both the site supervisor and the university supervisor. A formal evaluation also occurs at the end of each semester; the university supervisor and the credential candidate, independently, evaluate the site supervisor using the forms on pp 79 and 86.

How are site supervisors rewarded?

Supervising administrators’ greatest rewards may come from the satisfaction of aiding and mentoring new administrators. They also receive HSU library privileges.
The University Supervisor

Supervisors are full or part-time university faculty members who have experience as public school educators. Part-time university personnel are subject to standard university hiring and evaluation procedures.

Supervisors serve as liaisons between cooperating schools and the Educational Leadership Program. Supervisors work closely with site supervisors and mentors to ensure that proper procedures are followed and all timelines are met.

As current or former public school administrators, supervisors can offer valuable insights into the candidate’s progress. Supervisors visit candidates periodically and provide consultation and a variety of support services.

The university supervisor’s required responsibilities are:

a) review and approve field experience and professional development plans;
b) visit and maintain contact with the candidate and with the candidate’s site supervisor/mentor throughout the candidate’s field experiences;
c) serve as the candidate’s advisor, providing general guidance and support, as needed;
d) conduct periodic field experience seminars for all credential candidates;
e) ensure adequate communications among the candidate, site supervisor/mentor, and supervisor by scheduling periodic three-way meetings;
f) upon request, write letters of recommendation for credential candidates; and
g) attend scheduled EDL Program faculty meetings and participate in university-sponsored professional development activities.

A successful field experience is the keystone of pre-service administrator preparation. Clinical supervision is a means of ensuring that field experience activities are carried out most effectively through systematic planning, observation, and feedback. Clinical supervision models are designed to help candidates grow. They systematically build on strengths while eliminating counterproductive approaches. They recognize that each candidate is
different. No candidate will be a carbon copy of the “ideal administrator” or administer exactly according to a given model. Clinical supervision models develop the candidate’s ability to reflect on experience and apply principles and concepts to self-improvement efforts. Three actors must play their roles well for a clinical supervision visit to succeed. The candidates must develop goals and objectives early enough that the university supervisor and site supervisor/mentor can review them before implementation. The site supervisor/mentor and university supervisor must find compatible strategies to support the candidate. When clinical supervision is a cooperative endeavor, the results can be rewarding to all.

What is the process of clinical supervision?

In *Clinical Supervision: A State of the Art Review* (ASCD, 1980), Cheryl Sullivan describes clinical supervision as an eight-phase cycle of instructional improvement. These phases have been modified and adapted for use in supervising credential candidates and are noted below:

1. supervisor establishes clinical relationship with the candidate by explaining the general purpose and sequence of clinical supervision (no secrets; this is not “snoopervision”);  
2. planning for professional growth needs, either independently by the candidates or jointly;  
3. discussion/evaluation of professional growth plans;  
4. observations and feedback;  
5. candidates and supervisor reflect on candidate’s interactions and behaviors;  
6. candidate makes decisions about his/her behavior based upon personal reflections and supervisor’s feedback;  
7. supervisor and candidate decide on changes sought in the candidate’s behavior, if any, then create a plan or develop strategies for implementing the changes; and  
8. arrangements for the next pre-observation conference.

Obviously the phases may be modified further, but the significant elements of each should be addressed. The process is assessment-formative, not summary-evaluative. Subsequent evaluations may be based on progress toward the goals or priorities set in the post-observation conference.

What are the university supervisor’s required responsibilities to the site supervisor?

They are:

a) during the first three weeks of fall semester, schedule a meeting to orient site supervisors/mentors to any EDL program changes and review the calendar and EDL Handbook explanations of university requirements and
procedures involved in the candidate’s field experiences; and 
b) on a regular basis, confer with site supervisors/mentors (by phone or e-mail, if necessary) regarding candidate’s progress.

What are the university supervisor’s responsibilities to the site principal?

They are:

a) meet with the site principal, provide a handbook and inform the administrator of university requirements and procedures involved in the field experience phase of the EDL Credential Program. If possible, include the principal in the school site orientation meeting for the site supervising administrators/mentors; 
b) inform the principal’s office when visiting/supervising in a school. If a visitor’s record is provided, sign in; and 
c) keep the principal advised of any special problems with the credential candidate.

What are the university supervisor’s responsibilities to Humboldt State University?

They are:

a) participate in coordination, in-service and required activities related to the credentialing program at HSU; 
b) use prescribed forms and procedures in documenting observations and evaluations of credential candidates. File all forms with the Education & Credentialing Office, when requested; and 
c) work with the EDL Program leader/coordinator in identifying and evaluating credential candidate placements.

How are supervisors evaluated?

During the final assessment conferences for both fall and spring, the candidate, site supervisor/mentor, and university supervisor are all evaluated. An adequate amount of time should be set aside to discuss the candidate’s progress as well as the effectiveness and quality of guidance provided by both the site supervisor/mentor and university supervisor. Formal evaluation also occurs at the end of each semester; the site supervisor/mentor, candidate, and principal independently evaluate the university supervisor using the forms on pp 80, 87, and 88.

How long are university supervisors under contract?

University supervisors are under contract until the end of the HSU spring semester (mid-May). Since most candidates continue in the schools until the end of the public school semester, the program leader/coordinator becomes the supervisor of record until the end of the public school year, if necessary.
What is clinical supervision?

In its simplest form, clinical supervision includes:

a) a conference with the candidate to review field experience plans, goals, and objectives;
b) period observations and supervision of the candidate in the field; and
c) follow-up conference with the candidate, with feedback on strengths and areas for improvement.

Is it appropriate for HSU employees other than supervisors to make site visits to local schools?

Before visiting any school site in the Humboldt State University service area, non-supervising HSU employees should observe the following protocol:

a) check with the program leader/coordinator to determine whether the visit is appropriate. The program leader/coordinator may notify the school site of this official visit;
b) if visiting a candidate, consult with the assigned university supervisor prior to the visit;
c) check in at the school’s administrative office upon arrival;
d) introduce yourself to the appropriate persons. State the reason for your visit;
e) conduct your site business in a professional manner, as you will be seen to represent both the credentialing program and Humboldt State University; and
f) check out at the school’s administrative office when leaving.
What is the role of the school (or district) administrator in the field experience process?

The School Administrator

For the credential candidate, field experiences can be both exciting and fraught with anxiety. Chief school administrators can help create an atmosphere of support through the following:

- Formally introduce credential candidates to office staff, counselors, school nurses, co-administrators, and others with whom they may have contact
- Use an orientation meeting at the beginning of fall and spring semesters to expose credential candidates to the school’s philosophy, discipline procedures, chain of command, and demographic makeup. Convey your expectations to the credential candidate, including professional responsibilities, time commitments, and personal attire
- Invite the credential candidate to attend faculty meetings
- Have co-administrators include credential candidates in curriculum meetings, thus exposing them to issues involved in curriculum matters
- Include credential candidates in the loop for information routinely distributed to the faculty and staff
- Encourage credential candidates to involve themselves in the school’s extracurricular activities. Candidates often have expertise valuable to the school community
- If possible, observe credential candidates in the conduct of their field experience activities. They’ll appreciate your input. Observation also allows you to assess potential for other school or district needs
- Evaluate field experience supervisors working with supervising site administrators at your schools (see p. 88).

Based on recommendations from participating site supervisors and school administrators, the EDL Program faculty developed a series of guidelines for site supervisors and mentors. Use of these criteria by administrators in cooperating districts is critical to the success of the candidate’s field experience.

In most cases, candidates seek out their own fieldwork placements. This allows the candidate to arrange a placement that works best for their specific needs and interests. However, all fieldwork placements must be approved by the EDL Program Leader. The EDL Program Leader will assist candidates, if necessary, with their field experience placement/s.

What is the role of the school (or district) in the selection of site supervisors and mentors?

What is the protocol for placing candidates in their field experience assignment?
Excerpts from CCTC Standards

Introduction

The California Commission on Teacher Credentialing is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As a policymaking body that establishes and maintains standards for the education profession in the state, the Commission is concerned about the quality and effectiveness of the preparation of teachers, administrators, and other school practitioners. On behalf of students, the education profession, and the general public, the Commission’s most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of future educators and school leaders.

In recent years, the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. This redesign was based on the premise that the status of credential preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs and that education professionals should help to define and interpret those standards based on their knowledge of that field. In the spring of 2003, the Commission adopted a series of “alternative routes” for earning both the preliminary and the professional (clear) administrative services credentials. The former CCTC standards continued in use in HSU’s Educational Leadership Programs through the 2005-06 academic year. HSU’s credential programs now reflect the new CCTC standards adopted in May 2003.

The Commission considers the preparation of school administrators to be critically important to the success of students. The changing demands of school management and new expectations for school leadership call for carefully designed, comprehensive preparation programs and ongoing attention to continued professional development and renewal. The standards included below were adopted by the Commission after a comprehensive review of current preparation programs, extensive consultation with the field, and thoughtful consideration of the future needs of schools.
Preliminary Educational Leadership Program

Category I
Program Design, Coordination and Curriculum

Standard 1: Program Rationale and Design
The program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as administrators, candidates need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

The program at Humboldt State University has an organizational structure that forms a logical sequence among the instructional components and provides for coordination of the administrative components of the program, such as admission, advisement, retention, candidate assessment, and program evaluation. In addition, there is effective coordination between the program’s faculty and staff, between the School of Education and other academic departments on campus, and between the university, local districts and schools where candidates pursue field experiences. The overall design of the program is consistent with the above stated rationale, has a sound theoretical and scholarly basis, and is relevant to the contemporary demographic conditions in our nation’s schools.

Standard 2: Program Coordination
The EDL Program is organized and operates through a unique collaborative between the university and the K-12 public school system in Humboldt County.

Rationale

Through the joint efforts of the program partners, theory from classroom instruction can be put into practice through the field experiences component of the program. Cooperating partners recognize the critical nature of this relationship in the preparation of instructional leaders.

Regular and on-going dialogue among the program partners is
essential to the development and success of the program. Program partners have strong working relationships. Those relationships have grown stronger over the years by establishing and maintaining bonds through MOUs, formal and informal meeting structures, candidate field placements, mutually planned professional development activities, program evaluation, and participation by field-based partners as faculty and resource speakers.

Standard 3: Development of Professional Perspective

The EDL Program offers exposure to the essential themes, concepts and skills related to the performance of administrative services. Each candidate develops a professional perspective by examining contemporary administrative practices and schooling policies in relation to fundamental issues, theories and research in education.

Rationale

To become fully professional, prospective administrators must begin to develop philosophical and methodological perspectives that are based on considerations of fundamental issues, theories and research. Candidates must have adequate opportunities to learn knowledge and skills that underlie professional competence, so they can perform entry-level administrative services responsibly.

Coursework in the program leads to an understanding of school organization and the management and leadership of schools. It also leads to an understanding of the school as a community and as a part of a larger social, political, cultural, and economic context. Intensive study of pedagogical approaches and materials for teaching in the schools, such as state curriculum documents and the curricular recommendations of professional associations, is undertaken along with coursework that explores the works of major educational theorists, reviews research on effective administrative practices, and examines the use of those practices among teachers and students of differing gender, ethnicity, and handicapping conditions. In addition, coursework provides historical, legal, social, political, ethical, and economic perspectives on the role of educational leaders for contemporary schools, including a knowledge of administrative skills that promote equal learning opportunities in the classroom and effective approaches to working with faculty, staff, parents and students who are culturally, ethnically, and socio-economically diverse. Throughout the program, effective techniques for teaching knowledge, concepts, skills and values for service as an administrator are presented and modeled in required coursework.
Standard 4: Equity, Diversity and Access

The EDL Program provides candidates with opportunities to examine and reflect upon principles of educational equity, diversity, and access in school programs and school operations.

Rationale

To effectively lead and manage a school site, instructional leaders must have a thorough knowledge of their diverse student needs and the needs of their diverse communities.

Since classes in the cohort are relatively small, instructors assess areas of candidate interest and need and tailor some of their instruction to address such interest and needs. Some candidates, for example, may desire more information on issues related to Native Americans gender, equity, or access. Candidates are encouraged to reflect upon their own attitudes or biases toward people from different cultures and background, including people with disabilities and/or special needs. A cohort of candidates often reflects a microcosm of a democratic society.

Standard 5: Role of Schooling in a Democratic Society

A study of the role of schooling in a democratic society and the strong relationship and necessary interaction between schools and the communities they serve is included in the program.

Rationale

Schooling is a collective, publicly funded good that is designed to reflect democratic values and to produce responsible citizens and productive members of society. Schools are influenced by a wide variety of ideas and forces in society and also play an important role in influencing and shaping those forces. Responsible administrators understand their roles in developing and building public support, engaging community leaders, and preparing students for the challenges of the future.

Opportunities to develop an understanding of the historical and philosophical forces that have an impact on schooling are included in the program. Along with opportunities to debate the problems and possible approaches to addressing the problems confronting educational institutions, the program also addresses the operation and environment of schools in a manner to promote the best values of democratic systems. Additionally, the relationship of schools to other community agencies is recognized, and integrated approaches to providing services to children and families are considered, including opportunities for candidates to understand the values and concerns of
the many communities that constitute a democracy and the importance of involving these communities in the life of schools. Finally, the roles of various persons and groups in establishing and developing educational policies and practices are studied.

Standard 6: Opportunities to Learn Instructional Leadership

The program provides multiple opportunities for candidates to learn, practice, and reflect on their roles as instructional leaders.

Rationale

The role of the instructional leader is central to the functioning of an effective school; therefore, the program provides multiple, systematic opportunities for candidates to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement.

In their coursework and field experiences candidates acquire the knowledge, skills, and attitudes to become effective, high performing instructional leaders. Working collaboratively they develop and articulate a vision for educating a growing diverse student population. Candidates also examine a variety of leadership theories and practices for motivating employees, building consensus, managing conflict, and achieving school instructional goals. In their study of instructional leadership practices, they explore how different leadership styles, traits, and behaviors can be applied successfully in different school and community settings. As part of their study, candidates examine a variety of instructional leadership strategies and survey instruments and how the results of their leadership surveys can be used in team building activities, goal setting, supervising employees, and strategic communications to improve student learning.

Category II

Field Experiences

In HSU’s 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 experiences both in the day-to-day functions of administrators and in longer-term policy development and implementation. Field experiences for interns includes, but is not limited to, the duties and responsibilities of the internship assignment.

**Rationale**

Field-based or on-the-job experiences related to the administrator’s responsibilities are an important part of the preparation of administrators. They offer opportunities to link theory with practice and improve the administrative practices of prospective administrators. A significant portion of the field experiences should take place in the context of the regular school day. California’s population is culturally diverse. Each school administrator must be prepared to work effectively in diverse settings.

The field experience duties are closely related to the job performance requirements of administrators. Linkages are made between the field experiences and the content of coursework in school administration, and the program endeavors to provide adequate time for the candidate to perform their administrative field experiences during the regular school day. In at least one setting, the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator.

During field experiences, the university supervisor provides appropriate, on-site direction, as needed, including opportunities to deal with long-term educational policy issues in the school or district. Authentic and significant field experiences are required for each candidate at one or more sites with a diverse school population. Assignments also include field experiences which encompass a variety of school levels and a variety of school settings.

**Standard 8: Guidance, Assistance, and Feedback**

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

**Rationale**

Candidates or interns can reasonably be expected to attain competence if their performances are guided, assisted and evaluated consistently. It is important that candidates receive complete, accurate and timely information about their progress toward
competence. The feedback system is more effective when it involves both university faculty members and personnel from the school or district.

Guidance, assistance, and feedback encompass all of the components of the field experience. The support and assessment of each candidate is coordinated effectively between the candidate’s supervising administrator(s) and the university supervisor(s).

Feedback given to each candidate or intern about his/her performance accurately and fully describes strengths and weaknesses and provides constructive suggestions for improvement. The final field experience evaluation is made by the university supervisor with the involvement of the supervising site administrator.

Category III

Standards of Candidate Competence and Performance

Prior to recommending each candidate or intern for a Preliminary Administrative Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one university supervisor, that the candidate or intern has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Standards 10 through 15 of Category III.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence both during the courses and in the field experiences.
The university assessment system (both during the program and at the conclusion) is systematic, fair, uses multiple measures and multiple sources, and is tied to the curriculum, field experiences and domains of competence. Candidates and interns are assessed by university faculty, field supervisors, and knowledgeable district personnel in appropriate areas of performance related to the domains of candidate competence. There is a systematic final assessment by at least one supervisor from the school district and one supervisor from the university of each candidate’s performance that encompasses the knowledge and skills necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective. The program leader/coordinator decides to recommend candidates for credentials on the basis of information regarding each candidate’s or intern’s competence and performance.

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.

Rationale

*Instructional leadership involves developing and implementing a shared vision that includes teaching and learning as its centerpiece.*

As instructional leaders, candidates learn how to work with individuals and groups from within the school and from within the community to achieve consensus on learning goals and desired learning outcomes for all students. In this process, candidates learn how to:

1) facilitate the development of a shared vision for the achievement of all students based upon multiple measures of student learning;
2) identify and leverage sufficient resources to implement and attain the vision for all students;
3) identify and address barriers and resistance to achieving the vision;
4) develop plans and organize school programs and activities to ensure instructional alignment and integration with the vision;
5) use the power and influence of diversity to improve teaching and learning; and
6) articulate and model strategies and behaviors for implementing the shared vision.
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 conducive to student learning and staff professional growth.

Rationale

*Instructional leaders must develop and nurture school cultures that support teaching and learning in order to ensure student achievement and school success.*

As instructional leaders, candidates learn how to build, nurture, and sustain a school culture and an instructional program which promotes and maintains high expectations for all students. Candidates also learn how to organize, manage, and allocate resources in order to guide and support the long-term professional development of all staff in an effort to improve the learning of all students, especially in connection with state-adopted academic content and performance standards. The creation and application of an instructional accountability system based upon state-adopted subject matter frameworks, instructional materials, and content standards are also part of the training candidates receive in the program.

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.

Rationale

*Schools must be organized and managed in safe, disciplined, and efficient ways in order to ensure the best environments for teaching and learning.*

Providing a safe, disciplined school environment conducive to teaching and learning is one of the highest priorities for the instructional leader. Without a safe school, other management and operational needs of the school have to be set aside. The site administrator works with faculty, staff, parents, school board members and other stakeholders in the development of a safe environment to ensure that the instructional program and the general operation of the school can occur safely and successfully. Candidates have the opportunity to develop student behavior plans and/or programs that promote a safe school environment. All available personnel and resources are considered and/or utilized.
A major part of school management is the site administrator’s ability to acquire information, interpret it, and translate it into the management and operational needs of a particular school in the support of teaching and learning. Candidates study various means of data collection, data management, and data utilization. They learn how to make decisions and how to facilitate decision making involving the community, parents, and the school board, whenever possible.

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.

Rationale

Instructional leaders must recognize the needs, goals, and aspirations of diverse families in order to work effectively with families, caregivers, and community members.

The program provides an opportunity for the candidate to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. In this regard, the program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward 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, socioeconomic status and ethnic backgrounds, and treat them with fairness and respect.

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.

Rationale

To promote and ensure student success, instructional leaders should model personal and professional ethics, integrity, justice, and fairness in their leadership and management roles at the site level.
The program provides an 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 also 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. Further, the program provides an opportunity for the candidate to examine site and district responsibilities with regard to students with special needs. The program also develops each candidate’s ability to effectively act as a spokesperson for the school to the extended school community, including 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.

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

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

**Rationale**

*To affect the quality of teaching and learning, instructional leaders must understand, respond to, and influence the larger political, social, economic, legal, and cultural context of schools and leadership.*

As instructional leaders and site managers, candidates need the knowledge base and skills to ensure that the school operates consistently within the parameters of local, state, and federal laws, regulations, statutory and fiscal requirements. Candidates also learn and cultivate the skills of team leader and team member as they work toward and promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural school/community context.

In the course of their studies and field experiences, candidates: 1) acquire knowledge, skills, and experiences for understanding and successfully operating within public policy initiatives and influences, 2) examine the socio-demographic makeup of their schools and communities and assess whether the make-up of their schools’ instructional programs are appropriate for meeting the instructional needs of the students and families in their schools and communities, 3) understand the importance and necessity of sound business
practices in school district operations and become aware of the need for the effective and efficient management of fiscal resources at their school sites, and 4) study the foundations, frameworks, and structures of educational laws, regulations, and policies at the local, state, and federal levels and their applications for serving students and families within the school and community.
FORMS AND OTHER INFORMATION

The following pages contain sample forms and documents used in the EDL Program. These materials are included to familiarize the reader with the various forms and documents used in both the Preliminary and the Professional (Clear) Educational Leadership Programs.

Preliminary Educational Leadership Program

- Application Checklist
- EDL Program Application
- Sample Verification of Experience Letter
- Field Experiences Approval Form
- Application for Site Supervisor Service
- Site Supervisor’s Guide
- Site Supervisor Certification for Field Experiences
- Admission Recommendation of Applicant to Program
- Candidate Self-Assessment Form
- Sample Field Experiences Plan
- Field Experiences Plan
- Field Experiences Log
- Field Experiences Professional Journal/Log
- Field Experiences Portfolio Outline
- Candidate Final Self-Assessment Form
- Candidate Evaluation of Site Supervisor
- Candidate Evaluation of University Supervisor
- Candidate Evaluation of EDL Program
- Site Supervisor Evaluation of Candidate
• University Supervisor’s Evaluation of Candidate
• University Supervisor’s Evaluation of Site Supervisor
• Site Supervisor’s Evaluation of University Supervisor
• Principal’s Evaluation of University Supervisor
• Candidate Final Oral Assessment
• Sample Memo – Program Completion/Recommendation
Humboldt State University  
College of Professional Studies  
School of Education  

Preliminary (Level I) Educational Leadership Program

APPLICATION CHECKLIST

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
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<tbody>
<tr>
<td>1. Application for admission to HSU completed on-line through CSU MENTOR.</td>
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<tr>
<td>2. Application (hard-copy) for admission to Educational Leadership Program completed and filed with the School of Education, including required verifications and attachments noted below:</td>
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<tr>
<td>• Photocopy of teaching/qualifying credential/s.</td>
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<td>• Evidence of satisfactory completion of CBEST (California Basic Educational Skills Test).</td>
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<td>• Completed form letter from employer/s verifying a minimum of <strong>four years full time teaching</strong>/qualifying experience.</td>
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<td>• Two letters of recommendation (one from present supervisor and one from another school administrator).</td>
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<tr>
<td>• Completed health verification form.</td>
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<tr>
<td>• Interview completed with Program Leader/Coordinator of Educational Leadership Program.</td>
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APPLICATION

**General Information:**

Name: _____________________________ Social Security #: __________________

Home Mailing Address: _______________________________________________________

Home Phone: ________________  Cell Phone: __________________________

Preferred e-mail address: ____________________________________________________

**Work-related Information**

Name of School Site/District/Organization: ________________________________

Mailing Address: _______________________________________________________

**Professional Background:**

Teaching/Other Qualifying Professional Service:

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<tr>
<th>School District</th>
<th>Dates</th>
<th>Professional Service</th>
<th>Immediate Supervisor</th>
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Please list your earned credentials:

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Application (Level I)
Required Qualifying Criteria/Documents/Attachments:

- CBEST  Passed_______Not Passed__________Attachment (evidence) required
  (date) (date)

- Health Verification Form
  Completed_________Not Completed ________Attachment (evidence) required

- Evidence of completion of four years teaching/qualifying experience
  Completed_________Not Completed ________Attachment (evidence) required

- Two letters of recommendations (supervisor, administrator)
  Completed_________Not Completed ________Attachment (evidence) required

- Field experience approval by school district
  Completed_________Not Completed ________Attachment (evidence) required

- Please attach a photocopy of your "admission qualifying" teaching or professional service credential.

List dates or times you would be available for on-campus or phone interview (list in order of preference).

1st________________________________________________________
2nd________________________________________________________
3rd________________________________________________________

Signature: ___________________________________ Date: ____________
Date

Kenny Richards, Ed. D.
Program Leader/Coordinator, EDL Program
School of Education
HGH 202, Harpst Street
Humboldt State University
Arcata, CA  95521

Dear Program Leader/Coordinator

Please be advised that ________________________________ a candidate for admission to the Educational Leadership Program at HSU, has completed a minimum of three (3) years full-time CCTC qualifying teaching/counseling/other experience in our school district working under the following credential/s:

__________________________________________________________

__________________________________________________________

__________________________________________________________

His/her inclusive dates of the above service run from ___________________ to ___________________.

Very truly yours,

_______________________________________
District Superintendent/Principal/Human Resources Director (signature)
Humboldt State University  
College of Professional Studies  
School of Education  
Preliminary (Level I) Educational Leadership Program

APPROVAL FOR PARTICIPATION  
IN  
FIELD EXPERIENCES

__________________________________________  Date ______________________

I understand that field experience activities should provide opportunities to link theory with practice in an effort to strengthen the preparation of prospective administrators. I further understand that a significant portion of the field experiences should take place in the context of the regular school day and/or program and offer opportunities for the candidate to work with diverse student populations.

The above candidate will be assigned to the cooperating site supervisor listed below.

NAME: ___________________________  TITLE: _______________________

SCHOOL SITE/S: ___________________________

SITE SUPERVISOR'S TELEPHONE: ___________________________

SITE SUPERVISOR'S E-MAIL: ___________________________

*Circle the school level, elementary or secondary, for which the candidate will be acquiring required field experience hours.
APPLICATION
FOR
SITE SUPERVISOR SERVICE

GENERAL INFORMATION:
Name: ________________________________
School: ______________________________
School Address: _________________________
Phone: ___________________ Fax: _______ E-mail: ______________________

PROFESSIONAL BACKGROUND

<table>
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<tr>
<th>School District</th>
<th>Dates</th>
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DESCRIPTION OF SCHOOL SITE/STUDENT POPULATION:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature: ___________________________ Date: ___________________________
Site Supervisor's Guide

The credential candidate’s supervising site administrator plays a key role in the candidate’s field experience, serving as a role model for effective school administration.

The site supervisor should observe the candidate's interactions with teachers, students, parents, and colleagues. He/she should also help the candidate prepare for and participate in a variety of administrative activities/experiences. These activities/experiences should enable the supervising administrator to assess the candidate’s strengths and to identify any areas in need of improvement.

The California Commission on Teacher Credentialing (CCTC) requires supervising administrators to be:

1) Certified and experienced in school administration;
2) trained in supervision and oriented to the supervisory role; and
3) Appropriately evaluated, recognized, and rewarded by the institution.

With the support of superintendents and school boards in cooperating schools, supervising administrators selected to participate in the Educational Leadership Program at Humboldt State University:

1) are credentialed teachers with a minimum of three years of successful teaching experience;
2) model effective management strategies with their teachers and students, present demonstration/application activities to observe and provide regular opportunities for candidates to practice and receive feedback;
3) demonstrate excellent communication skills in working with students, families, colleagues, and community members;
4) are committed to providing support for their candidate’s ongoing reflections and professional development through regular communication about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns; and
5) are committed to their own professional growth and development in supervision by participating in available professional development opportunities.

What are the Preliminary Administrative Services Credential requirements of Site Administrators?

At the beginning of the field experience phase, all supervising site administrators are expected to attend a meeting to help orient them to their roles and responsibilities. This is an important
opportunity for candidates and administrators in cooperating schools to meet one another and share ideas, interests, and/or concerns. EDL faculty in attendance will share ways in which course assignments may be articulated with fieldwork activities and/or experiences.

**What are the Site Supervisor's responsibilities to the credential candidate?**

Prospective administrators may have a wide variety of backgrounds and experiences. While some may be ready to assume a leadership role and others will not, all will appreciate friendship and guidance. Supervising administrators should strive to establish a cordial relationship with the student administrator. It is helpful to lead the student administrator into the role of a “junior partner” in a common enterprise, equally interested in and responsible for the progress of the teachers and students in the classroom.

It is important to remember that most candidates do not come to the school setting fully prepared to administer programs or supervise personnel. The supervising site administrator will discover through the candidate’s self-assessment and through interaction with the candidate, what skills, talents, and interests the candidate brings to the fieldwork experience. These observations will help the supervising administrator determine the activities for which the student is ready to safely assume responsibility. The following guidelines may be helpful in this process:

- Take a leadership role in orienting the prospective administrator to the school site, classroom, and curriculum.
- Create an atmosphere of acceptance among the teachers by introducing the candidate to the school as an assistant and by providing personal space (desk, table space) for the student to use, if possible.
- Introduce the student to fellow teachers and site personnel.
- Guide the candidate into greater and greater involvement with administrative activities.
- Set a specific time for conferencing with the candidate. This will allow for open communication and discussion and usually helps prevent problems that may arise. When time is a major factor, consider conferencing by phone or e-mail and making a list of topics to review and discuss.
- Be aware of the administrative competencies which administrators need to acquire before they are recommended for an Administrative Services Credential.
- Share planning strategies (daily, weekly, etc.) throughout the year.
- Provide the candidate with professional advice and models of current administrative techniques and procedures (e.g., time management, conferencing, communication skills, etc.)
- Require plans for your review and suggestions before an assignment is carried out.
- Keep the university supervisor apprised of the candidate’s gains in proficiency. Please inform the HSU supervisor of any difficulties that are not being resolved in a satisfactory manner. The candidate should be absolutely reliable in such matters as attendance, promptness and daily preparation.
- Complete all university required assessment forms in a timely manner, including a final letter of reference for the candidate’s placement file.
Level of Candidate Competence

What is Expected?

Each candidate in the program is required to display competence and perform effectively in the application of specific administrative skills. As part of the university’s ongoing program of professional assistance, candidates are informed of their strengths and weaknesses. It is critical that this process continue in all field experience placements. If weaknesses are observed, the supervising administrator should provide opportunities for strengthening skills and/or behaviors. Similarly, strengths and weaknesses should be communicated to candidates so that candidates are able to develop a realistic appraisal of their administrative abilities. The following domains are identified as critical areas for candidate competence:

- 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

A final assessment of the candidate in the above areas is required. In the development of this final assessment, a systematic and fair process including evaluation of strengths and weaknesses is expected. Wherever possible, the candidate’s assessment should include multiple measures and multiple sources. For example, a presentation to the school board can be evaluated by the supervising administrator and by school board members.

What are the supervising administrator’s responsibilities to the university supervisor?

1) Provide time (at mutual convenience) for conferencing with the supervisor. These conferences should follow each of the supervisor’s site visits.
2) Document, as necessary and/or appropriate, candidate’s performance to share with the supervisor.
3) Attend two university-hosted meetings and a supervision workshop for administrators. Other training in supervision techniques or procedures is encouraged.
4) Complete and return university-related evaluation forms in a timely manner.
5) Advise the university coordinator of any problems that may need attention.

How are site supervisors rewarded?

Supervising site administrator’s greatest rewards may come from the satisfaction of aiding and mentoring new administrators. They also receive HSU library privileges.
Humboldt State University
College of Professional Studies
School of Education

Preliminary (Level I) Educational Leadership Program

SITE SUPERVISOR CERTIFICATION
For
Field Experiences

Pursuant to CCTC common standards 3 and 8 and HSU’s “Supervising Administrator’s Guide,” I hereby certify that the credentialed school administrator/s identified below meet/s the university’s requirements for site supervisor service and has/have agreed to serve as my site supervisor/s for my required field experience hours.

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<th>Candidate’s Signature</th>
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<th>Site Supervisor’s Name</th>
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HEALTH VERIFICATION

All students entering the credential program must verify a current (less than three years old) tuberculosis (TB) test. Credential candidates also need to verify a vaccination for measles, mumps, rubella and rubella (MMR). You may obtain these vaccinations from the HSU Student Health Center or a private physician or clinic.

You will also need to provide the measles documentation to the university’s student health center in order to avoid a hold on your registration.

Verification must include either the agency stamp or an attached statement on letterhead stationery. We cannot accept signatures only.

STUDENTS NAME

Measles Vaccination: Examiner
(Rubella & Rubella) 

Agency Stamp

Date

TB Test Results: Examiner

Agency Stamp

Date

(current within three years)
ADMISSION RECOMMENDATION

Applicant: ________________________________ Term: __________________________

Social Security #: ________________________ Level: ________________________

Applicant’s Official G.P.A. _______________ Calculated By: ____________________

Valid Prerequisite Credential: _______________ Expiration Date: ______________

Valid Level I Credential: _______________ Expiration Date: ______________

Full-time Administrative Position: ___________________________________________

ACTION RECOMMENDED

_____ Department recommends unconditionally classified admission upon securing a field placement (student teaching assignment)

________________________________________________

_____ Department recommends EXCEPTIONAL admission based on approval by Appeals Committee.

_____ Department does not recommend admission to this program.

_____ Student has notified department of change in plans; no longer wishes to be considered for admission to the university.

_____ Other: ______________________________________________

SIGNATURE OF PERSON MAKING RECOMMENDATION

_________________________________________   ______________________
Educational Leadership Program Leader/Coordinator                     Date
Humboldt State University  
Administrative Credential Program  

CANDIDATE SELF ASSESSMENT  
Preliminary (Level I) Administrative Services Credential  

Purpose  
The results of this self-assessment will be used in organizing and development the candidate’s administrative field experiences. More emphasis will be placed on the leadership and management domains where the candidate may lack experience, training or competence.  

Date of Self-Assessment  
Candidate’s Signature  

Date of University Supervisor’s Review  
University Supervisor’s Signature  

Date of Site Supervisor’s Review  
Site Supervisor’s Signature  

Date of Site Supervisor’s Review  
Site Supervisor’s Signature
EDUCATIONAL LEADERSHIP – CANDIDATE SELF ASSESSMENT

Objective:
For credential candidates to assess their perceptions of their administrative competencies at entry level, as stated by the California Commission for Teacher Credentialing for the preliminary administrative services credential standard of candidate competence and performance.

Directions:
After each statement, circle the number which best describes your level of competency, based on your training, experience, skills and knowledge.

1 = Not Familiar – no training or experience
2 = Familiar – some training and experience
3 = Understanding – have training and experiences; need some review
4 = Mastery – I am competent in this area

A. Vision of Learning

1. I am 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.

2. I am 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.

3. I know how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.

4. I can identify and address barriers to accomplishing the vision.

5. I am able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.

6. I am able to use the influence of diversity to improve teaching and learning.
B. Student Learning and Professional Growth

7. I understand and am able to create an accountability system of teaching and learning based on student learning standards. 1 2 3 4

8. I am able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff. 1 2 3 4

9. I utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and for all subgroups of students is the core purpose. 1 2 3 4

10. I know how to shape a culture where high expectations for all students and for all subgroups of students are the core purpose. 1 2 3 4

11. I am 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. 1 2 3 4

12. I promote equity, fairness, and respect among all members of the school community. 1 2 3 4

13. I am 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. 1 2 3 4

14. I know and an able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning. 1 2 3 4
15. I can coordinate 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.

16. I utilize technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

C. Organizational Management for Student Learning

17. I am able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.

18. I can establish school operations, patterns, and processes that support student learning.

19. I understand and am 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.

20. I can demonstrate 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.

21. I can demonstrate 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.

22. I am able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.
23. I am able to utilize effective and positive nurturing practices in establishing student behavior management systems.  

24. I can demonstrate 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.  

25. I am able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.  

26. I am able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.  

D. Working with Diverse Families and Communities

27. I am able to incorporate information about family and community expectations into school decision making and activities.  

28. I recognize the goals and aspirations of diverse family and community groups.  

29. I value diverse community stakeholder groups and treats all with fairness and with respect.  

30. I demonstrate the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.  

31. I know how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.  

32. I am able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
33. I am able to facilitate parent involvement and parent education activities that support students’ success.

34. I demonstrate skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.

35. I can model personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.

36. I demonstrate the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

37. I am able to utilize technology to foster effective and timely communication to all members of the school community.

38. I am able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.

39. I demonstrate the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.

40. I know how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

41. I engage in professional and personal development.

42. I demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.

43. I know how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.
44. I protect the rights and confidentiality of students and staff.  

F. Political, Social, Economic, Legal and Cultural Understanding

45. I understand my role as a leader of a team and am able to clarify the roles and relationships of individuals within the school.  

46. I am able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.  

47. I demonstrate 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.  

48. I know 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.  

49. I know how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.  

50. I am able to welcome and facilitate constructive conversations about how to improve student learning and achievement.
## 1. Vision of Learning

**Research development of school’s/district’s current vision/mission statements**
- Interview principal/key staff members
- Identify, examine and reflect upon barriers to accomplishing vision
- Participate in vision building/reinforcing strategies
- Observations of “vision in action”

<table>
<thead>
<tr>
<th>Sample Administrative Activities/Experiences</th>
<th>Sample Performance Indicators</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Copies of vision/mission statement</td>
<td>• Activity log of observation, activities</td>
<td></td>
</tr>
<tr>
<td>• Meeting agenda/minutes of vision development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2. Student Learning and Professional Growth

**Review/Critique of School Curriculum**
- Curriculum guides/frameworks.
- Grade level content/performance standards.
- Local curriculum development.
- Evaluation processes.
- Promotion/retention policies.
- Student/school reporting systems/processes.

**Curriculum Change/Improvement Processes**
- District testing program.
- Identification of student

<table>
<thead>
<tr>
<th>Sample Administrative Activities/Experiences</th>
<th>Sample Performance Indicators</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activities log.</td>
<td>• Diary of experiences.</td>
<td></td>
</tr>
<tr>
<td>• Evidence of observation/participation.</td>
<td>• Sample documents.</td>
<td></td>
</tr>
<tr>
<td>• Written outlines/summaries of key learning’s.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengths/Weaknesses</td>
<td>Use of assessment results</td>
<td>Curriculum alignment strategies</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>

Assist with evaluation of some aspect of instructional program
Prepare program for interpreting/explaining test scores
Observe IEP meetings
Assist with supervising student teachers
Attend advisory and school board meetings
Prepare, administer and interpret surveys

Staff Development Activities

<table>
<thead>
<tr>
<th>3. Organizational Management for Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review/Critique Personnel Policy Practices</td>
</tr>
<tr>
<td>- Collective bargaining contracts.</td>
</tr>
<tr>
<td>- Position descriptions.</td>
</tr>
<tr>
<td>- Evaluation procedures.</td>
</tr>
<tr>
<td>- Extra duty assignments.</td>
</tr>
<tr>
<td>- Working hours/conditions.</td>
</tr>
<tr>
<td>- Staff supervision.</td>
</tr>
<tr>
<td>- Complaint procedures.</td>
</tr>
</tbody>
</table>

Observation/Participation – Formal/Informal Staff Meetings
- Professional growth incentives/opportunities.

Organize/deliver a staff development program

<table>
<thead>
<tr>
<th>Activities log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diary of experiences</td>
</tr>
<tr>
<td>Evidence of observation/participation</td>
</tr>
<tr>
<td>Sample documents</td>
</tr>
<tr>
<td>Written outlines/summaries of key learning</td>
</tr>
<tr>
<td>Study student trends in the areas of discipline, attendance, achievement, etc.</td>
</tr>
<tr>
<td>Sit in on interviews</td>
</tr>
<tr>
<td>Prepare a study on faculty turn over</td>
</tr>
<tr>
<td>Help update job descriptions</td>
</tr>
<tr>
<td>Prepare orientation for classified staff</td>
</tr>
<tr>
<td>Co-curricular activities</td>
</tr>
</tbody>
</table>

<p>| 4. Working with Diverse Families and Communities |
| Evidence of Formal Practices: |
| • Board policies/procedures. |
| • External communications. |
| • Parent involvement strategies. |
| • Community involvement strategies. |
| • Calendar of special events. |
| • Athletics/co-curricular activities. |
| • PTA-parent clubs/organizations. |
| • Newsletters. |
| • Media relations. |
| Parent/Community Racial/Ethnic Composition |
| • Evidence of outreach strategies. |
| • Communications. |
| • Attention to special needs. |
| School Accountability Reporting |
| Local Ballot Measures |
| Plan and participate in back-to-school activities |
| • Activities log |
| • Diary of experiences |
| • Evidence of observation/participation |
| • Sample documents |
| • Written outlines/summaries of key learning |</p>
<table>
<thead>
<tr>
<th>Draft a news release under supervision of site supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare/deliver a presentation for parent/community groups</td>
</tr>
<tr>
<td>Develop/update orientation program for students/parents</td>
</tr>
<tr>
<td>Develop annual public relations calendar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Personal Ethics and Leadership Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review codes, policies, documents pertaining to professional ethics</td>
</tr>
<tr>
<td>• Check local policies, documents</td>
</tr>
<tr>
<td>• AASA, ACSA codes of ethics</td>
</tr>
<tr>
<td>• Observe leadership behaviors/practices</td>
</tr>
<tr>
<td>Review and critique strategic plans, site plans, and instructional support efforts</td>
</tr>
<tr>
<td>• Interview site and district-level leaders for insights into leadership strategies</td>
</tr>
<tr>
<td>• Sample documents</td>
</tr>
<tr>
<td>• Activity log</td>
</tr>
<tr>
<td>• Record of observations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Political, Social, Economic, Legal, and Cultural Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review/Critique Fiscal Practices</td>
</tr>
<tr>
<td>• Local budgeting/accounting procedures.</td>
</tr>
<tr>
<td>• Budget development/monitoring.</td>
</tr>
<tr>
<td>• Student body funds/accounting.</td>
</tr>
<tr>
<td>Local, State &amp; Federal Sources of Income.</td>
</tr>
<tr>
<td>Expenditures.</td>
</tr>
<tr>
<td>Centralized/Decentralized Budgeting.</td>
</tr>
<tr>
<td>Budget Development.</td>
</tr>
<tr>
<td>Legal framework/Bases for Public Schools.</td>
</tr>
<tr>
<td>• Activities log.</td>
</tr>
<tr>
<td>• Diary of experiences.</td>
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<tr>
<td>• Sample documents.</td>
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<tr>
<td>• Written outlines/summaries of key learning.</td>
</tr>
</tbody>
</table>
• U.S. Constitution.
• State Constitution.
• Court decisions.
• State and federal laws/regulations.
• Local board policies.

Implementation of Laws at Local Level
• Teacher handbooks.
• Student handbooks.
• Discipline codes of conduct.
• Safety programs/procedures.
• Financial reports.
• Audits

Help with data gathering and report writing

Assist juvenile authorities under supervision of site supervisor

Work with categorical programs, e.g., Title 1, class size reduction, special education

Provide in-service programs to staff (laws relating to student supervision, field trips, etc.)

Attend budget discussions/hearings

Gather data and prepare reports

Examination of Roles/Responsibilities.
• Board of Trustees
• Superintendent of Schools.
• Principal.
• Certificated staff.
• Classified staff.
• Advisory Committees.
- Professional organizations.
- Parent groups and organizations.
- Other governmental agencies.

**Observation of Roles/Responsibilities.**

- School Board Meetings.
- Faculty Meetings.
- Professional Groups/Organizations
- PTA Meetings
- Local Ballot Measures
- Work on accreditation committees
- Attend site council meetings

**Total Hours**

- Calculated at 45 hours of fieldwork per semester unit.
- Substantial portion of the fieldwork shall be performed at a site where at least 10% of the pupils are on an ethnic/racial group other than that of the candidate.

This document must be completed and signed by the concerned parties, and filed in the appropriate office as designated by the Dean of the College of Professional Studies, and be available for six years.

Approved by:

<table>
<thead>
<tr>
<th>Student</th>
<th>Site Administrator</th>
<th>University Supervisor</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>Date</td>
<td>Date</td>
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</tr>
</tbody>
</table>

73
# Field Experiences Plan
## Preliminary (Level I) Administrative Services Credential
### School of Education, Humboldt State University

<table>
<thead>
<tr>
<th>CANDIDATE’S NAME:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NUMBER &amp; TITLE:</td>
<td>UNITS</td>
</tr>
<tr>
<td>FIELD WORK SITE:</td>
<td>SITE SUPERVISOR:</td>
</tr>
<tr>
<td>UNIVERSITY SUPERVISOR:</td>
<td>ANTICIPATED COMPLETION DATE:</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>School Activities</th>
<th>Student Performance Criterion</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vision of Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student Learning and Professional Growth</td>
<td></td>
<td></td>
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<tr>
<td>3. Organizational Management for Student Learning</td>
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<tr>
<td>4. Working with Diverse Families and Communities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Personal Ethics and Leadership Capacity</td>
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</tr>
<tr>
<td>6. Political, Social, Economic, Legal, and Cultural Understanding</td>
<td></td>
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</tr>
</tbody>
</table>
**Humboldt State University**
College of Professional Studies
School of Education

Educational Leadership Program

**FIELD EXPERIENCES**
PROFESSIONAL JOURNAL/LOG

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY/EXPERIENCE</th>
<th>HOURS</th>
<th>DOMAIN</th>
</tr>
</thead>
</table>

Candidates Signature __________________________________ Total Hours __________________

Credential Program ______________________________ Level (E/S) __________________

Site Supervisor/Mentor Signature: ______________________________

University Supervisor Signature: ______________________________
FIELD EXPERIENCE PORTFOLIO OUTLINE

SECTION 1 (Preliminary Approval Documentation)

- Approval for Participation in Field Experiences Form
- Site Supervisor/s Certification/s for Field Experiences Form/s

SECTION II (Field Experiences Plan/s: elementary/secondary)

- Candidate Self Assessment (original) Form
- Elementary Administration Plan
  - Log/record of standard specific activities
  - Sample artifacts, documents, exhibits
- Secondary Administration Plan
  - Log/record of standard specific activities
  - Sample artifacts, documents, exhibits

SECTION III (Summary and Evaluation)

- Candidate Reflections on Elementary and Secondary Field Experiences (one page or more for each level).
- Candidate Feedback/Evaluations
  - Site supervisor
  - University supervisor
  - EDL Program
- Candidate Final Self Assessment
CANDIDATE FINAL SELF ASSESSMENT

The results of this candidate self assessment will be used by the university and/or site supervisor in preparing the candidate's final assessment and recommendation to the CCTC for the preliminary administrative services credential (Certificate of Eligibility).

The candidate should complete this task (and return the completed document to the university supervisor) after completion of the program's coursework and field experience requirements.

Candidate Final Self-Assessment Rating

Candidate’s Site Supervisor/s:__________________________________________________

University Supervisor: _______________________________________________________

Field Placement/s: __________________________________________________________

<table>
<thead>
<tr>
<th>Competency Areas</th>
<th>Rating(circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision of Learning</td>
<td>5  4  3  2  1</td>
</tr>
<tr>
<td>Student Learning and Professional Growth</td>
<td>5  4  3  2  1</td>
</tr>
<tr>
<td>Organizational Management for Student Learning</td>
<td>5  4  3  2  1</td>
</tr>
<tr>
<td>Working with Diverse Families</td>
<td>5  4  3  2  1</td>
</tr>
<tr>
<td>Personal Ethics and Leadership Capacity</td>
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</tr>
<tr>
<td>Political, Social, Economic, Legal and Cultural Understanding</td>
<td>5  4  3  2  1</td>
</tr>
</tbody>
</table>

_________________________________________  __________________________
Signature of Candidate  Date

Comments, if any (please continue on back side)________________________________________________
Humboldt State University
School of Education
Educational Leadership Program
Tier 1 Administrative Services Credential

SITE SUPERVISOR EVALUATION

Site Supervisor's Name: __________________________________________________________

School Site: __________________________________________________________________

Commendations:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Recommendations:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Candidate’s Signature: _______________________________ Date: ________________

Return to Program leader/Coordinator
Humboldt State University
College of Professional Studies
School of Education

Educational Leadership Program
Tier 1 Administrative Services Credential

UNIVERSITY SUPERVISOR EVALUATION FORM

University Supervisor's Name: ________________________________

Site: ______________________________________________________

Please provide an assessment of your university supervisor’s support and guidance with your supervised field work experiences.

Commendations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

Recommendations:

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

Candidate’s Signature: _________________________ Date: ______________
Humboldt State University
College of Professional Studies
School of Education

Preliminary (Tier 1) Administrative Services Credential
Educational Leadership Program

CANDIDATE ASSESSMENT
OF
PROFESSIONAL EDUCATIONAL LEADERSHIP PROGRAM

Academic Year Enrolled in Program: ________________________________

Please provide your overall assessment of HSU’s Preliminary (Level I) Administrative Services Credential Program. (Use reverse side of form, if necessary)

Commendations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Recommendations:

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Candidate’s Signature (optional): ___________________________ Date: ________________

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### Humboldt State University
Preliminary (Level I) Administrative Services Candidate
Field Experiences

#### SCHOOL SITE SUPERVISOR’S EVALUATION

<table>
<thead>
<tr>
<th>Candidate’s Name:</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>School and/or District Where Field Work was Performed:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th></th>
</tr>
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<table>
<thead>
<tr>
<th>Phone:</th>
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<table>
<thead>
<tr>
<th>Name of Site Supervisor:</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
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</thead>
</table>

Humboldt State University recognizes and appreciates the valuable service site level supervisors provide to our credential candidates. Your evaluation and comments are essential in helping each individual candidate become a successful school administrator. We are grateful for your time and service! Thank you!

**PLEASE COMPLETE**

1. Did the candidate continually confer with you, outlining the approaches to be taken and the areas of involvement in his/her field experience activities?

2. Did the candidate follow through on his/her mutually agreed upon plan(s)?

3. Please estimate the total number of hours the candidate performed field experience activities (tot. req. -- 135 hrs.)

   Total estimated hours ______

Please complete the following evaluation summary.
<table>
<thead>
<tr>
<th>Rate (check) candidate’s performance in addressing the following standards:</th>
<th>Professional Quality</th>
<th>Acceptable Performance</th>
<th>Needs Improvement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision of Learning</td>
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<td>Political, Social, Economic, Legal and Cultural Understanding</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on my observations of this candidate’s field experience performance and my knowledge of his/her general administrative competencies, I believe that he/she has the following potential as a prospective school administrator:

(Check one)  
_____ Outstanding  
_____ Above Average  
_____ Average  
_____ Below Average  
_____ Should be counseled toward another profession

Please use the reverse side of this page for any additional comments you may wish to make regarding the candidate’s performance during his/her field experiences.

______________________________  ____________________  
Signature of Site Supervisor  Date  

______________________________  ____________________  
Signature of Candidate  Date
Candidate’s Name: _____________________________

School and/or District Where Field Work was Performed: _____________________________

Address: _____________________________ Phone: _____________________________

Name of Site Supervisor: ____________ Title: _____________________________

Humboldt State University recognizes and appreciates the valuable service site level supervisors provide to our credential candidates. Your evaluation and comments are essential in helping each individual candidate become a successful school administrator. We are grateful for your time and service! Thank you!

PLEASE COMPLETE

1. Did the candidate continually confer with you, outlining the approaches to be taken and the areas of involvement in his/her field experience activities?

2. Did the candidate follow through on his/her mutually agreed upon plan(s)?

3. Please estimate the total number of hours the candidate performed field experience activities (tot. req. -- 135 hrs.)

Total estimated hours ______

83
Please complete the following evaluation summary.

<table>
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<tr>
<th>Rate (check) candidate's performance in addressing the following standards:</th>
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<th>Acceptable Performance</th>
<th>Needs Improvement</th>
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(Check one)  
- Outstanding
- Above Average
- Average
- Below Average
- Should be counseled toward another profession

Please use the reverse side of this page for any additional comments you may wish to make regarding the candidate’s performance during his/her field experiences.

______________________________  _______________________
Signature of University Supervisor Date

______________________________  _______________________
Signature of Candidate Date
Site Supervisor's Name: 

Site: 

Please provide an assessment of your site supervisor’s support and guidance with your supervised field experience activities.

Commendations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Recommendations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

University Supervisor’s Signature: ___________________________ Date: ______________
SITE SUPERVISOR EVALUATION
OF
UNIVERSITY SUPERVISOR

University Supervisor's Name:____________________________________________

Site: __________________________________________________________________

Please provide an assessment of your site supervisor’s support and guidance with your supervised field experience activities.

Commendations:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Recommendations:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Site Supervisor’s Signature:_________________________ Date: ________________
Humboldt State University  
College of Professional Studies  
School of Education  
Preliminary (Level I) Administrative Services Credential  
Educational Leadership Program

PRINCIPAL'S EVALUATION  
OF  
UNIVERSITY SUPERVISOR

University Supervisor's Name:____________________________________________________

Site:  ________________________

Please provide an assessment of your site supervisor’s support and guidance with your supervised field experience activities.

Commendations:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Recommendations:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Principal's Signature:_________________________Date: ______________
Humboldt State University
Preliminary (Level I) Administrative Services Candidate
Field Experiences

CANDIDATE FINAL ORAL ASSESSMENT

Purpose: This oral assessment will be used by the university supervisor and/or the site supervisor in preparing the candidate's final evaluation for the CCTC recommendation.

Note: A final oral assessment of the candidate will occur after the completion of the coursework and field experiences. Portions of this assessment will be conducted by the University Supervisor(s) and/or the School Site Supervisor(s). Passage of the assessment will require a rating of at least three in all of the competency domain areas. Further assessment activities will be conducted, including, but not limited to, a written examination in a questionable competency area.

Candidate: _______________________________ Date ____________________

Assessor: _______________________________ Title: ____________________

School/District: ___________________________ Phone: ________________

Standard/Competency Areas:

Rating (circle) 5=high to 1=low

Vision of Learning 5 4 3 2 1
Student Learning and Professional Growth 5 4 3 2 1
Organizational Management for Student Learning 5 4 3 2 1
Working with Diverse Families 5 4 3 2 1
Personal Ethics and Leadership Capacity 5 4 3 2 1
Political, Social, Economic, Legal and Cultural Understanding 5 4 3 2 1

Signature of Site/University Supervisor ___________________________ Date ________________

Comments, if any (please continue on back side)
Humboldt State University
College of Professional Studies
School of Education

Preliminary (Level I) Administrative Services Credential
Educational Leadership Program

-- SAMPLE MEMO --

Completion of Program
and
Recommendation for Credential

Date

TO: HSU Credential Analyst
FROM: EDL Program Leader/Coordinator

SUBJECT: CANDIDATE'S COMPLETION OF PROGRAM AND RECOMMENDATION FOR CERTIFICATE OF ELIGIBILITY FOR THE PRELIMINARY CREDENTIAL

Please be advised that _______________________________ has satisfactorily completed the coursework and field experience requirements of the Preliminary Educational Leadership Program at Humboldt State University and is recommended to you as a candidate for a Certificate of Eligibility for the Preliminary Credential from the California Commission on Teacher Credentialing.
HEALTH VERIFICATION

All students entering the credential program must verify a current (less than three years old) tuberculosis (TB) test. Credential candidates also need to verify a vaccination for measles: rubeola and rubella. You may obtain these vaccinations from the HSU Student Health Center, the Humboldt County Department of Health, or a private physician or clinic.

You will also need to provide the measles documentation to the university’s student health center in order to avoid a hold on your registration.

Verification must include either the agency stamp or an attached statement on letterhead stationery. We cannot accept signatures only.

STUDENT NAME: ________________________________________________

Measles Vaccination:_________________________________________Examiner
(rubeola & rubella)

__________________________________________________Agency Stamp

_________________________Date

Negative TB Test: ___________________________________________Examiner

__________________________________________________Agency Stamp

_________________________Date

(current within three years)
Educational Leadership Program

ADMISSION RECOMMENDATION

Applicant: ________________________________ Term: __________________________

Social Security #: ___________________________ Level: ________________________

Applicant’s Official G.P.A. ____________ Calculated By: ________________________

Valid Prerequisite Credential: _______________ Expiration Date: _______________

Valid Level I Credential _________________ Expiration Date: _______________

Full-time Administrative Position: ________________________________

ACTION RECOMMENDED

______ Department recommends unconditionally classified admission
upon securing a field placement (student teaching assignment)

______ Department recommends EXCEPTIONAL admission based on approval by Appeals Committee.

______ Department does not recommend admission to this program.

______ Student has notified department of change in plans; no longer wishes to be considered for admission to the university.

______ Other: ____________________________________________

SIGNATURE OF PERSON MAKING RECOMMENDATION

_________________________________________           ______________________
Educational Leadership Program Leader/Coordinator                               Date

Humboldt State University
Advice from Former Credential Candidates

- “The program is “doable,” but plan for the necessary time commitment!”

- “Create a field experience plan that works for you.”

- “Be flexible!”

- “Spend enough time with your site supervisor to identify and adequately plan for your field experiences.”

- “Learn more about the politics of education.”

- “The portfolio provides an excellent opportunity to bring together the different instructional themes of the program.”

- “I would recommend completing field experiences before embarking on coursework. I learned so much from this “hands-on” experience.”

- “I learned much more from my time working in the field as an administrator.”

- “Take advantage of the networking opportunity the program provides, and learn from other administrators.”

- “I would suggest that certain sections of the portfolio (Philosophy of Education and Leadership Style) be completed at specified times during the school year.”