

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**College of Education**  
**Educational Leadership and Policy Studies**

**COURSE OUTLINE**

**ELPS 688 Fieldwork in Educational Administration**

**MICHAEL D. EISNER COLLEGE OF EDUCATION MISSION STATEMENT:**

The Michael D. Eisner College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of the Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

**CATALOG DESCRIPTION**

Prerequisites: Teaching experience, completion of 24 units of coursework in the program, approval of the administrator of the school where the fieldwork is to be performed and acceptance into the course by the Department of Educational Leadership and Policy Studies. The experience in this program will be at the building site level and will, as much as possible, reflect those functions, assignments and responsibilities characteristic of the principal's office. The fieldwork experience shall be performed at two school levels (elementary and secondary) with a substantial part at a school site where at least twenty percent of the pupils are of an ethnic/racial group other than of the student.

Admission is by preliminary application only. These may be obtained in the Department Office or downloaded at [www.csun.edu/education/elps](http://www.csun.edu/education/elps). Applications must be received by June 15 for consideration for the fall Semester, and by December 15 for consideration for the spring semester.

## **ELPS DEPARTMENT MISSION STATEMENT**

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

## **PLACE OF THIS COURSE IN THE CURRICULUM**

Required course for the Preliminary Administrative Services Credential.

## **COURSE PERFORMANCE OBJECTIVES**

1. To provide activities linking administrative role responsibilities with content of coursework.
2. To provide exposure to a wide range of typical responsibilities of administrators as learning opportunities.
3. To involve students in connecting administrative responsibilities to policy formulation analysis and strategy.
4. To provide students with an awareness of the reality of demands in administrative positions.
5. To provide students with experiences requiring quality performance in all aspects of school administration.
6. To encourage students to develop reflective leadership qualities.
7. To provide students with experiences in programs serving special needs students, including Deaf and Hard of Hearing students.<sup>1</sup>
8. To reflect on personal professional ethical standards, as well as the ethical standards of the profession of educational administration and to demonstrate understanding of how these apply to the role of the school leader in the content of this course.
9. To use technology in meeting the course objectives and to understand the application of technology to course. Examples could include projects by students in analyzing data, studying principles of data-based management, use of computers in classroom instruction, student and personnel records, financial and facilities management, computerized scheduling, on-line research and electronic communication systems such as e-mail and newsletters.

## **TEXTBOOKS**

No textbooks are required for this course. The student will be reading and consulting various previously used books and other materials in fulfilling the fieldwork requirements

## **COURSE REQUIREMENTS**

## Overall

Fieldwork students are directly supervised by a credentialed qualified district or school level administrator and a university faculty member assigned by the Department of Educational Leadership and Policy Studies.

1. Department Faculty will conduct at least two meetings with the fieldwork students: One in the beginning of the semester to review the requirements, and one at the end to review the portfolio and to sign off on the Portfolio Rubric.
2. Faculty will make at least one on-site visit with each student and his/her site supervisor to assure understanding of, and progress on, the requirements.
3. On-site supervisors will serve as mentors and communicate with students throughout the semester, giving support and advice as needed. They will complete the rating of the ELPS Dispositions and the CCTC Six Standards of Candidate Competence and Performance using the ELPS 688 Fieldwork Exit form at the end of the semester.
4. Fieldwork faculty advisors will complete an assessment of the candidate using the Portfolio Rubric form and the completed ELPS Fieldwork Exit form.

## Specific Requirements for Students

1. *SHADOW* at least two administrators for at least three hours each - at different levels and sites (e.g. Elementary/Secondary). Write up a description of this experience pursuant to criteria presented. This should be included in the required portfolio.
2. *MAJOR PROJECT* - complete one major administrative project where you take key responsibility for something that will give you new experiences across at least a few of the six standards and that will also help your school. This project must be something that has the potential to result in improved student achievement. Examples include: Facilitate development of a school vision, coordinate a major event, plan and implement a parent education program, plan and do a series of training workshops for support staff or teachers, plan and coordinate a special grant, analyze testing data for improving instruction and professional development, etc. (see also the list of Suggested Fieldwork Activities). A description and verifying documentation should be included in the required portfolio.
3. *SIX STANDARDS* activities: Undertake smaller scale administrative activities to incorporate experience in each of the Six Standards of competence (see also the list of suggested activities in your Fieldwork Packet). At least one activity should include analysis and use of data related to student achievement. Descriptions and documentation of these activities should be included in the required portfolio.
4. *PORTFOLIO*: Include documentation of the above activities: 1.) description of, and

reflections on, shadow experience, 2.) description, reflections, and documents (e.g. agendas, meeting notes, memos, memorabilia) of the Major Administrative Project, 3.) log of activities and documents of other administrative activities in the Six Standards, subdivided into separate sections, one for each of the Six Standards. At the end of the semester, the Portfolio will be reviewed using a *rubric* that has been developed for this purpose, and will be returned to the student.

5. **ELPS 688 FIELDWORK EXIT FORM:** The form will be completed on line by the site supervisor and submitted to the ELPS office. It will be kept there until the student has completed all courses and passed the comprehensive examination. It will then serve as documentation of completion of the credential requirements. The ELPS office will submit the list of names of students who have completed all requirements (coursework, fieldwork and comprehensive examination) to the credential office.

## **ELPS DISPOSITIONS**

The candidate values and is committed to...

1. **Ethical and professional practice and behavior:** ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families and communities in decision making processes that lead to equitable schools.
3. **Effective communication:** using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.
4. **Proactive and visionary leadership:** high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical and reflective thinking.
5. **Life-long learning:** professional development for self and others as an integral part of school and personal improvement; high quality standards, expectations and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility** and time management to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures,

ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

## **CALIFORNIA COMMISSION ON TEACHER CREDENTIALING PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL**

### **SIX STANDARDS OF CANDIDATE COMPETENCE & PERFORMANCE**

- 1. VISION OF LEARNING:** Each candidate is able to promote the success of all students by facilitating the development, articulation and stewardship of a vision of learning that is shared and supported by the school community.

The Candidate Knows How 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 factors.
- Communicate the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- Identify and address barriers to accomplishing the vision.
- Shape school programs, plans and activities to ensure integration, articulation, and consistency with the vision.
- Use the influence of diversity to improve teaching and learning.

- 2. 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.

The Candidate Knows How To:

- Understand and is able to create an accountability system of teaching and learning based on student learning standards.
- Use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.
- Utilizes multiple assessments to evaluate student learning in an ongoing process focused on improving the learning of all students and all subgroups of students.
- Shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- 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 content standards.

- Promote equity, fairness, and respect among all members of the school community.
- Provide opportunities for parents and all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- Facilitate the use of appropriate learning materials and a wide array of learning strategies for student learning.
- Coordinate the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students toward continual development and improvement of those programs.
- Utilize technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

**3. 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.

The Candidate Knows How To:

- Monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.
- Establish school operations, patterns and processes that support student learning.
- Manage legal and contractual policies, agreements and records in a way that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- Coordinate and align fiscal, human, and material resources to support the learning of all students and all subgroups of students.
- 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.
- Utilize effective systems management, organizational development, problem solving, and collaborative decision-making techniques.
- Utilize effective and nurturing practices in establishing student behavior management systems.
- Utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.
- Effectively evaluate and use a wide range of technologies to support instruction and effective school administration.
- Effectively use technology to manage multiple types of databases within a school and use data to improve instruction.

**4. 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.

The Candidate Knows How To:

- Incorporate information about family and community expectations into school decision making and activities.
- Recognize and respect the goals and aspirations of diverse family and community groups.
- Value diverse community stakeholder groups and treat all with fairness and with respect.
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support devices.
- Strengthen the school through the establishment of community, business, institutional and civic partnerships.
- Effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
- Facilitate parent involvement and parent education activities that support students' success.

- 5. 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.

The Candidate Knows How To:

- Demonstrate skills in shared decision making, problem solving, change management, planning, conflict management and evaluation, and fosters and develops those skills in others.
- Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Utilize technology to foster effective and timely communication to all members of the school community.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Encourage and inspire others to higher levels of performance, commitment and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- Engage in professional and personal development.
- Explain the curriculum and integrate and articulate programs throughout the grades.
- Use the influence of a position of leadership to enhance the educational program rather than for personal gain.
- Protect the rights and confidentiality of students and staff.

- 6. POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL UNDERSTANDING:** Each candidate promotes the success of all students by

understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

The Candidate Knows How To:

- Explain their role as a leader of a team and clarify the roles and relationships of individuals within the school.
- Ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations, statutory and fiscal requirements.
- Be responsive to diverse constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Welcome and facilitate constructive conversations about how to improve student learning and achievement.

## **GRADING POLICY**

This course is a credit/no credit course.

Credit will be determined on satisfactory completion of the following:

1. Participation in Fieldwork meetings and individual conferences with the Department Faculty and Site Supervisor
2. Shadow Experience at a minimum of two different levels pursuant to criteria presented
3. Major Administrative Project pursuant to criteria presented
4. Six Standards Activities pursuant to criteria presented
5. ELPS 688 Fieldwork Exit form (completed by site supervisor)
6. Completion of the portfolio as specified in the Portfolio Rubric:
  - Shadowing Experience recorded (description of visit and reflection)
  - All Six Standards addressed by projects/activities and activities recorded (log and supporting documents for each standard)
  - Major project recorded (log, description/reflection, supporting documents)

## **ACADEMIC HONESTY POLICY**

Cheating, plagiarism, submitting another person's material as one's own, or doing work for another person, who will receive academic credit are all impermissible. The California Code of regulations in Section 41301, Title 5 is listed as an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. (See University Catalog 2002-2004, pp523-524).

## **COURSE SCHEDULE**

Initial orientation meeting to review requirements. Activities, site visits and other meetings arranged between ELPS Faculty, site supervisor and student.

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<sup>i</sup> *Where applicable—for candidates in the Master's Degree with emphasis on administering programs for Deaf and Hard of Hearing students.*