

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

COURSE OUTLINE

ELPS 685 Professional Credential Induction Plan (2 units)

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

This experience is a plan for the candidate's induction. The plan is individually designed by each student in consultation with a local school or district mentor and a faculty member advisor from the Educational Leadership and Policy Studies Department. The plan is intended to provide experiences in all of the thematic areas of Candidate Competence and Performance, including: 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.

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 THE COURSE IN THE CURRICULUM

Required Course in the Professional Administrative Services Credential

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.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CCTC)

STANDARDS for the Professional Administrative Credential - Thematic areas of Administrative Competence and Performance

Each student should be an educational leader who promotes the success of all students by:

1. **Vision of Learning:** facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. **Student Learning and Professional Growth:** advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. **Organizational Management for Student Learning:** ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. **Working with Diverse Families and Communities:** collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. **Personal Ethics and Leadership Capacity:** modeling a personal code of ethics and developing professional leadership capacity;
6. **Political, Social, Economic, Legal and Cultural Understanding:** understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

COURSE PERFORMANCE OBJECTIVES

The candidate will work together with the site or district mentor and university faculty advisor to

1. develop a professional credential induction plan for the support and professional development of his/her beginning administrative responsibilities

2. design a the plan that is based on the *Six Standards* which provide the thematic areas for the goals, projects and activities included in the Induction Plan
3. include non-university based professional development activities as appropriate and agreed upon by the site/district mentor and faculty advisor
4. relate advanced course content from the ELPS 695C course in the individualized Induction Plan activities

COURSE REQUIREMENTS

1. Secure a qualified school or district level administrator (see *Support and Mentor Component form* attached for qualifications and assistance to be provided) who will mentor the candidate and provide support and assistance along with his/her ELPS faculty advisor throughout the program.
2. Complete the *Support and Mentor Component* form – see below and obtain signatures of mentor and university advisor.
3. Complete an Induction Plan form – see **form** attached, *Candidate Needs/Interests and Expectations for Candidate Performance* which will specify the candidate’s goals and projects for the program in the Six Thematic Areas. The Induction Plan may also specify any *non-university activities* to be included that are deemed appropriate by the *triad* - the student, mentor and university advisor.
4. Meet with the other members of the *triad* (school/district mentor and university advisor as needed to complete the Induction Plan goals and activities.
5. Complete activities listed in the Induction Plan by the end of the program and provide documentation in a portfolio at the Exit Interview conference (*Assessment of Candidate Competence*).

GRADING

This is a Credit/No Credit course.

The faculty advisor and the site administrator mentor will review the Induction Plan and Support/Mentor form to indicate their agreement with the goals and projects.

The documentation on Induction Plan activities will be submitted by the candidate in a *portfolio* at the Exit Interview conference and will be assessed based on the following criteria:

- all thematic areas have been addressed
- there is indication how the activities and projects are related to improving student achievement

- involvement of teachers and others as appropriate in the activities
- there is adequate documentation for each of the activities and projects included in a portfolio

ACADEMIC HONESTY

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 2004-2006, pp 531-532).

COURSE SCHEDULE – see Syllabus

Date	Readings/Assignments	Topic/Course Content
-------------	-----------------------------	-----------------------------

**PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL
INDUCTION PLAN -- ELPS 685 - Support and Mentor Component**

CANDIDATE _____

MENTOR _____ POSITION _____

UNIVERSITY ADVISOR _____

Support and assistance to be provided by the Mentor.

- Provide guidance and assistance to the candidate throughout his/her program.
- Assist in completion of the Induction Plan requirements.
- Participate in orientation meeting with candidates and ELPS faculty advisor.
- Assist candidate in identification and completion of the Action Research Project required for the Practicum.
- Assist in completion of the portfolio to be reviewed at the Exit Conference of the projects done during the program.
- Participate in Exit Interviews with ELPS faculty advisor and candidate at the end of the program (Assessment of Candidate Competence).
- Provide ongoing advice and feedback to the candidate on projects, changes and/or concerns.
- Meet with the candidate and his/her university advisor as needed.
- Be available to answer questions and provide assistance and support to the candidate by e-mail, phone and personal conferences as needed.

Mentor Signature _____ *Date* _____

Support and assistance to be provided by the University Faculty Advisor.

- Provide guidance and assistance to the student throughout the program.
- Assure completion of the Induction Plan requirements.
- Set up orientation meeting or on-site visit with candidates and mentors
- Prepare students and assist in completion of the Action Research Project required for the Practicum.
- Assist in completion of the portfolio to be reviewed at the Exit Conference of the projects done during the program.
- Schedule Exit Interviews with ELPS faculty, candidate and mentors at the end of the program (Assessment of Candidate Competence).
- Provide ongoing advice on projects, changes and/or concerns.
- Conduct at least one on-site visit with the candidate and his/her mentor
- Be available to answer questions and provide assistance to the candidate by e-mail, phone and personal conferences as needed.

University Faculty Advisor Signature _____ *Date* _____

CANDIDATE SIGNATURE _____ *Date* _____

Mentor Qualifications

1. A professional administrative credential.
2. At least two years of successful experience as an administrator at the level (site or district) at which the individual is serving as mentor
3. Respected among colleagues in the profession.
4. An active member in a professional association or other activity to show involvement in current educational issues.
5. Expertise in an area of educational administration of interest to the candidate
6. High professional and ethical standards.
7. Interest, enthusiasm, and willingness to take on the responsibilities of service as a mentor.
8. The ability to listen and communicate sensitively to give feedback to the candidate regarding strengths and areas needing growth.
9. Proven commitment to education for *all* students.
10. Familiarity with CSUN and the ELPS Department's programs.

**PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL
INDUCTION PLAN -- ELPS 685 (2 units)
Candidate Assessment of Need and Interest and
Expectations for Candidate Performance**

CANDIDATE NAME _____

POSITION _____ SCHOOL/ DISTRICT _____

The candidate should assess his/her current and future needs and interests in each of the six thematic areas from the standards of the CCTC for the Administrative Services Credential as shown below. The candidate should write a plan and specify at least one goal, project or activity in each of these areas that show how his/her needs and interests will be addressed during the credential program. (Please attach the Plan)

The following six thematic areas must be addressed:

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING – Six Standards

Each student should be an educational leader who promotes the success of all students by:

1. **Vision of Learning:** facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. **Student Learning and Professional Growth:** advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. **Organizational Management for Student Learning:** ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. **Working with Diverse Families and Communities:** collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. **Personal Ethics and Leadership Capacity:** modeling a personal code of ethics and developing professional leadership capacity;
6. **Political, Social, Economic, Legal and Cultural Understanding:** responding to, and influencing the larger political, social, economic, legal, and cultural context.

Signatures of Triad - (Upon review of Induction Plan)

Mentor _____ Date _____

University Faculty Advisor** _____ Date _____

Candidate _____ Date _____

***full time ELPS faculty member*

Students will be required to provide a copy of this plan as well as evidence of completion of activities listed at the conclusion of their program as part of the course Assessment of Candidate Competence (ELPS 686)