

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
College of Education
Educational Leadership and Policy Studies
ELPS 688 - Fieldwork in Educational Administration
Syllabus

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 one of two school levels (elementary or secondary) with a substantial part at a school site.

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.¹
8. Students will reflect on their own ethical standards, as well as the ethical standards of the profession of educational administration and will demonstrate understanding of how these apply to the role of the school leader in the content of this course.
9. Students will use technology in meeting the objectives outlines for this course. Students will develop a basic understanding of the application of technology to the content of this 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

Overview

Fieldwork students will be directly supervised by a Site Supervisor and a University Advisor (i.e. your course instructor).

Roles and Responsibilities

1. The **Student** will be responsible for:
 - a. Selecting an administrator **prior to the first week of the semester** to serve as his/her Site Supervisor. The Site Supervisor must be (a) at the student's work site, (b) currently serving in an administrative position requiring administrative certification, and (c) has a direct supervisory role over the student, such as a principal or assistant principal. The Site Supervisor will primarily serve as the student's fieldwork mentor and offering guidance throughout the semester.

- b. Completing the Fieldwork Application form and submitting it to the ELPS Office by the appropriate deadline date.
 - c. Working with his/her Site Supervisor to complete the fieldwork assignments.
2. The **University Advisor** will be responsible for:
- a. Providing continuous guidance to the students throughout the duration of the Fieldwork course to ensure that they successfully fulfill the requirements of the course. The University Advisor will schedule meetings with students individually as needed to check their progress on their assignments.
 - b. Serving as the liaison between the student and the Site Supervisor. The University Advisor will meet with the Site Supervisor as needed to check the student's progress on his/her assignments and to ensure that the Site Supervisor understands his/her role and responsibilities as related to the student's Fieldwork course and the Comprehensive Examination.
 - c. Completing an assessment of the student using the Portfolio Rubric and the ELPS 688 Fieldwork Assessment Form.
3. The **Site Supervisor** will be responsible for:
- a. Participating in a meeting with the University Advisor as needed. The purpose of the meeting is to check the student's progress on his/her assignments and to ensure that the Site Supervisor understands his/her role and responsibilities as related to the student's Fieldwork course and the Comprehensive Examination.
 - b. Serving as the student's mentor, communicating with the student throughout the semester, working with the student to complete his/her fieldwork assignments, and giving support and advice as needed.
 - c. Completing the ELPS 688 Fieldwork Assessment Form.

Assignments

Students are responsible for completing the assignments below. Students are to manage their time wisely and are highly encouraged to begin working with his/her Site Supervisor early in the Tier I program towards the completion of all assignments. Students can submit assignments individually or in their entirety anytime during Weeks 1 – 12 of the semester. All assignments are due no later than the end of Week 12 of the semester.

Beginning with the Fall, 2008 semester all ELPS students enrolling in ELPS 600 Research in Education will begin the preparation of their portfolio during the first semester of enrollment in the Preliminary Services Credential Program (Tier I)..

The Portfolio contents, to be submitted electronically during the semester that the student is enrolled in ELPS 688 will have four major components.

1. Shadow experiences

Each candidate will be required to Shadow *at least* two administrators at different levels and sites (e.g. elementary/secondary) for *at least* three hours each. A write up of the description of this experience, that includes the leadership skills/styles

observed and their direct relationship to dispositions and standards will need to be included. A reflection of these two experiences is to be included in the Portfolio.

Students may submit a Shadow experience that has previously been submitted in another ELPS course. However, the pre-written shadow experience may not be used as an exemplar under #3-Course Exemplars.

2. Action Research Leadership Project-ELPS 600-Research in Education

Complete and submit the Action Research Leadership Project (ARLP) that originated in ELPS 600 as a research proposal and includes leadership skills/strategies. The ARLP adheres to the guidelines established in ELPS 600 and has the potential to improve student achievement. It includes data and interpretation of data. The narrative submitted for ELPS 688 includes a needs assessment, action plan, analysis and reflection. The appendix includes a log of time, artifacts, and examples of data collection. (Please review the ELPS 600 Course Outline on the ELPS webpage)

The finished Action Research Leadership Project narrative and supporting documents will be submitted to the ELPS 688 (Fieldwork) Instructor.

Additionally, the ARLP Proposal submitted in ELPS 600 will need to be included in the portfolio and a summary of the Proposal is to be submitted to the ELPS 688 Instructor at the beginning of the ELPS 688 semester.

3. Course Exemplars

Each student will include a previously submitted and graded written course assignment for each of the courses listed below that is representative of the best work completed. A comprehensive reflection of assignments is to be included identifying the leadership and/or skill(s) activity as it relates to the CCTC standard(s) that each assignment represents. Revised exemplars may be submitted.

ELPS 650 Contemporary Administrative Leadership
ELPS 663 Legal Aspects of Educational Administration
ELPS 664 Business and Financial Aspects of Educational Administration
ELPS 672 Management of Human Resources
ELPS 676 School Community Relations
ELPS 681 Organization and Administration of Elementary, Secondary and Special Education
ELPS 682 Supervision of Curriculum and Instruction

4. Six Standards Activities Log

Beginning with the first semester of participation in the ELPS Tier I Program each student will undertake and participate in a variety of smaller scale administrative activities and maintain a written log that addresses the CCTC Six Standards for

Preliminary Administrative Credential Candidates. The student is to identify and summarize 3 different activities that are representative for each of the six standards, for a total of eighteen. (Please review Suggested Fieldwork Activities, Six Standards Activities Template and Example on the ELPS webpage).

A comprehensive reflection of 2-4 pages of these 18 activities is to be included in this section of the portfolio.

Each of the Six pages (1 page per Standard, 3 activities on each page) will require the signature of the on-site administrative supervisor for verification.

Portfolio Rubric

The portfolio will be reviewed using the rubric that has been developed for this purpose. The student will receive a copy for his/her records once signed by both the student and the instructor.

http://www.csun.edu/educ/elps/field_work/docs/ELPS%20688%20Portfolio%20Rubric%20Final.doc

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. Granting of credit for the course will be determined on satisfactory completion of the following:

1. Participation in Fieldwork meetings and individual conferences with the University Advisor and Site Supervisor
2. Shadow Experiences
3. Action Research Leadership Project
4. Course Exemplars
5. Six Standards Activities
6. Completion and submission of the portfolio
7. ELPS 688 Fieldwork Assessment form (completed by Site Supervisor)

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).

ELPS 688-Fieldwork

TENTATIVE TIMELINE

Prior to the beginning of the Semester student is responsible for submitting the completed Fieldwork Application, signed by both the candidate and the on-site administrator, to the ELPS office. Please review the ELPS webpage for dates.

The following are recommendations and may be changed and/or adjusted by the ELPS 688 Instructor:

- Weeks 1-2 Students meet with ELPS 688 instructor/university supervisor.
Students meet with On-Site Supervisor (Administrator) to discuss requirements of course, meeting dates, etc.
- Weeks 1-3 Instructor makes contact with On-Site Supervisors via introductory letter (Letter to On-Site Administrator).
Instructor/Candidate provides copy of Questions for On-Site Supervisor to administrator.
- Week 3 Action Research Leadership Project Proposal half-page summary is submitted to the Fieldwork Instructor by end of Week 3.
- Weeks 1-14 Students complete required assignments:
- ARLP summary submitted by end of week 3
 - Course Exemplars with Comprehensive Reflection submitted by end of Week 6
 - 2 Shadow experiences and reflections submitted by end of Week 6
 - Six Standards Activities submitted by end of Week 12
 - Action Research Leadership Project Submitted by end of Week 12
- Instructor schedules meetings by week 8 with On-Site Administrator via:
Telephone Conference
E-Mail
Faxed Response to Questions
Site Visit or videoconference
- During the meeting/conference the Questions for On-Site Supervisor are discussed.
- Week 14 On-site supervisor receives Fieldwork Assessment form on or before Week 14 via e-mail and responds via e-mail.
- Week 15 Class meeting to deliver scored Rubrics and obtain signatures on same.
- Week 16 Grades posted by Instructor

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