

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

COURSE OUTLINE

ELPS 689 Practicum in Educational Administration (3 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

The Practicum experience provides candidates for the Professional Administrative Credential the opportunity to conduct an Action Research Study on an issue at their own site or department. This allows candidates to focus on a relevant contemporary problem condition related to student achievement and collect data that will contribute to its solution. The candidates will also enhance their knowledge and skills in conducting practical research and in collaborating with others on solution of a problem and making changes through administrative leadership.

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...

1. develop a proposal to conduct an *Action Research Project* - on a problem at the site that will result in improved student achievement
2. plan and implement activities on their sites or districts that will involve others at the site
3. apply competencies (knowledge, skills and dispositions) gained in the preliminary credential level program
4. conduct research (Action Research Project) that will strengthen knowledge, skills and dispositions in an area identified as a priority in the Induction Plan
5. collaborate with the university faculty advisor and the administrative practitioner mentor in selecting and conducting the project
6. engage in creative, critical, reflective thinking and practice
7. have the opportunity to develop specialized interests and needs through action research on an issue of importance to the site and district.

COURSE REQUIREMENTS

1. The Practicum is initiated when candidates first commit to the program, generally at an orientation meeting conducted with the university faculty advisor, the administrator site mentor/s and the candidate/s.
2. Using the *Practicum Plan form* – see attached, the candidate will develop a proposal for the *Action Research* project in collaboration with the site mentor and university advisor. The purpose of this project will be to improve student achievement by addressing a problem or issue at the candidate’s site. An agreement to pursue this project is signed on the *Practicum Plan* form by all members of the *triad*: Candidate, administrator mentor, and university faculty.
3. The candidate will complete the *Action Research Project* and will write a report on the process and results. This will be presented at the end of the program at the Exit Interview conducted with all members of the *triad*.
4. If, due to time constraints, the candidate cannot complete the *Action Research Project* by the completion of the course, a plan should be submitted by the student outlining what steps will occur to bring closure to the research initiative. An example of this might be if comparison data cannot be collected until the end of a school year, a “plan” for collecting, analyzing, and reporting the data, with recommendations to the school principal should be in place.

GRADING

This is a Credit/No Credit course.

The faculty advisor and the site administrator mentor will review the Action Research Project proposal and will sign off on the *Practicum Plan* form to indicate their agreement with the proposed project.

The final report on the completed Action Research Project will be submitted by the candidate and will be assessed based on the following criteria:

- All parts of the proposal addressed as outlined in the *Practicum Plan*
- involvement of teachers and others as appropriate in the action research;
- methodology and procedures based on sound research guidelines;
- results clearly spelled out;
- conclusions and implications indicated as they relate to student achievement;
- indication of follow-up plans to use the findings of the study

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 2004-2006, pp 531-532).

COURSE SCHEDULE – see Syllabus

Date	Readings/Assignments	Topic/Course Content
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PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL
ELPS 689 Practicum in Educational Administration (3 units)
Action Research Project Form

CANDIDATE NAME _____

POSITION _____ SCHOOL/ DISTRICT _____

As a requirement of this course, you will conduct an *Action Research Study* related to one of the six *CCTC* thematic areas below that addresses a problem at your site or your department with the goal of **improving student achievement**.

(Attach your proposal to this form).

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;
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Proposal Guidelines:

Define the **problem** and describe how you will study it (**methods and procedures**)

Final Report:

At the conclusion of your study, submit a report with the problem, methods/procedures as well as the **results** of your study and the **conclusions** and the **implications** for your site or department. Include follow-up plans if the study cannot be completed by the end of the semester (see Course Requirements # 4 on the Course Outline).

Signatures of Triad - (Upon review of the Action Research Study Proposal)

Mentor _____ Date _____

University Faculty Advisor _____ Date _____

Candidate _____ Date _____