

CSUN

MICHAEL D. EISNER
COLLEGE OF EDUCATION

California State University, Northridge
Educational Leadership and Policy
Studies Department

ELPS 688

Fieldwork in Administration

HANDBOOK

For

On-site Supervisors and/or Principals

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MICHAEL D. EISNER COLLEGE OF EDUCATION

Department of Educational leadership and Policy Studies

To: Mentor of CSUN Field Work Student
 Fr: Course Instructor
 Re: Mentoring of ELPS 688 Fieldwork: **STUDENT'S NAME:** _____ Date: _____

Congratulations on having personnel on your staff that are in the process of completing their Masters in Education Administration and the Preliminary Administrative Services Credential. This is being forwarded with the intent of both introducing myself to you and providing you with a brief overview of the work that the candidate(s) will be completing during their final semester in our program. You were chosen by this student because of your proven experience and reputation. Mentors are asked to take time during the semester, and potentially, long after the program requirements have been completed, to provide advice and support to these future school leaders.

ELPS 688-Fieldwork

As you will recall, you signed the candidate's application authorizing him/her to engage in fieldwork at your site. Along with this, you are agreeing to provide the mentorship s/he will need to complete the experience. As part of the course work for the program, mentors are asked to participate in a number of activities. These include:

- Assisting your advisee in locating meaningful Shadowing experiences. We want them to visit at least two other sites where they can observe skilled administrators in action. We also want to introduce them to other grade levels or types of positions that they might be interested in as they pursue their careers.
- Conferring with your advisee in relation to the Action Research Learning Project that she/he is conducting.
- Reviewing the California Commission on Teacher Credentialing- California Administrator Content Expectation (CACEs) and California Administrator Performance Expectations (CAPEs) that the program emphasizes and helping your advisee to gain exposure to a variety of real-life experiences in these areas.
- And most important, providing him or her with as many **day-to-day administrative leadership activities** to observe and participate in as possible. A copy of our *Suggested Fieldwork Activities*, developed by school administrators, may also provide additional ideas and is included in this handbook.
- Students are expected to do these duties approximately 1 to 2 hours per day (we understand that some days may be longer, some shorter depending on what is going on in school; however, it should be about 10 hours a week in total).

- Students have been asked to meet with their mentors at least once a week to discuss what they did over the last week and what they and you think they should plan on for the next week.

Think of this individual as being an “intern” assigned to you and have them assist you in completing your duties and responsibilities. These activities should not be completed during the “teaching” day. At the secondary level the candidate may complete them during their “prep” time with your approval.

During the final weeks of the semester, you will receive, electronically, a form asking you to rate the growth of the mentee in relation to the CCTC CACE’s Six Standards. Your perspective will be of value as we determine that the candidate has met field work expectations.

Development and Implementation of a Shared Vision
Instructional Leadership
Management and Learning Environment
Family and Community Engagement
Ethics and Integrity
External Context and Policy

Also, for your information - the student we are working with will provide me a bi-weekly report describing their experiences and the time they put in on them. They will also be preparing to participate in other course work during the semester including:

We thank you for taking the time to provide your insights and support. While I will confer with you again near the conclusion of the program, I also want you to feel free to contact me if anything occurs that you want to share (my email address is: **INSTRUCTOR@csun.edu** and my phone is 818 677 **XXXX**). I am more than willing to come to your campus to meet with you and/or our student if you have any concerns.

Please take the time to visit the ELPS webpage for additional information:

<http://www.csun.edu/sites/default/files/ELPS-Suggested-Fieldwork-Activities.pdf>

<https://classeval.csun.edu/classclimate/online.php?p=elpscape>

*Department of Educational Leadership and Policy Studies
California State University, Northridge*

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

ELPS 688 FIELDWORK IN EDUCATIONAL ADMINISTRATION

SUGGESTIONS for Assistance to be provided to Candidates
By On-Site Supervisor/Principal (Mentor)

1. Provide guidance and assistance to the student throughout his/her fieldwork experience.
2. Assist in completion of the course requirements (e.g., shadow of administrators, major project, six standards activities).
3. Participate in conference with candidate and ELPS faculty advisor during the semester.
4. Assist in completion of the portfolio.
5. Communicate with faculty advisor as need to assure completion of requirements.
6. Provide ongoing advice and feedback to the candidate and the faculty advisor on projects, changes and/or concerns.
7. Meet with the candidate and his/her faculty advisor as needed.
8. Be available to answer questions and provide assistance and support to the candidate by e-mail, phone and personal conferences as needed.
9. Complete the *Fieldwork Exit Form* – assessing knowledge, skills and dispositions of the candidate. Request a conference with the candidate and faculty advisor if there is a concern about these.

CACE 1
SUGGESTED FIELDWORK EXPERIENCES
Development and Implementation of a Shared Vision

1. Major theories and concepts in educational leadership

Review professional journals and articles, attend leadership conferences and forums that focus on trends in educational leadership to further build your understanding, professional practice and skill sets.

2. Relationships between leadership theory and practice in the context of contemporary educational issues in California

Conceptualize, develop and implement strategies that connect the rhetoric of leadership theory to your practice at your school site.

Think specifically of the systems, structures and organizational behaviors that make these connections become part of the school site culture.

Attend school governance meetings – SSC, SBM, School Leadership Team meetings, ELAC, CEAC – to observe leadership practice in action.

Analyze the time allotted for collaborative work and propose changes that would improve or enhance the use of the time. (collaborative)

Participate in the planning and execution of emergency procedure drills. (autocratic)

3. Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies

Participate in the planning and conducting of a collaborative vision building protocol with faculty and/or parent/teacher councils. (SWOT, Visionary Schoolhouse, etc.)

Document and communicate the vision to all stakeholders.

Plan and participate in professional development that addresses how to develop, implement, articulate, and evaluate the school's vision.

Participate in the discussions and planning to bring it to your school.

Participate in the development of accountabilities to evaluate whether the collaborative vision is being implemented as intended.

4. Components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students

Plan and facilitate ongoing discussions and review of multiple measures of student data, including formative and summative assessments and informal data, with grade levels, departments, professional learning communities, staff, and/or parents to ensure that data is supporting teaching and learning and is the basis of the school vision.

Analyze multiple measures of student data (summative, formative, formal, informal) and identify areas of student strength and weakness.

Present this analysis to staff for inclusion in the development of the vision.

5. Skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals

Review and align your District's vision and goal statements with your school's vision and goals.

Review your school's vision. Depending upon the school vision:

-Assist in planning and facilitating meetings/professional development sessions with teachers about common core and instructional delivery, assessments, strategies for achievement, etc.

-Serve as a member of the instructional leadership team.

-Facilitate meetings about PBIS.

-Develop a plan to engage parents in a more meaningful way as partners in the education of their

children. Implement the plan with parent groups as appropriate.

6. *Identify and understand the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts*

Read educational journals, newspapers, and professional organization reports to understand current issues and trends affecting schools in California.

Analyze what the impact is or might be to your school. Develop possible implementation plans as it affects your school.

Share the plans with your administrator.

Keep the staff and parents up-to-date by presenting the information at staff and parent meetings as appropriate.

7. *Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components*

Become an active member of the leadership organization(s) (SBM, SSC, SLC) and advisory council(s) (ELAC, CEAC) in your school.

Assume as many positions of leadership as possible as a council member by presenting to the group and serving as liaison to teachers.

8. *The relationships between federal, state, and local educational policies and practices in ensuring equitable, democratic public education for all students*

Conduct a review of current school demographic data identifying all school subgroups. Examine school programs, attendance data, behavior and suspensions, referrals for SST and/or assessments, GATE identification, etc.

Analyze information to assess whether or not all subgroups have equal access to their educational rights. Present information to staff.

9. *Examine and respond to equity issues related to race, diversity, and access, using inclusive practices*

After an analysis to determine if all students at your school have equitable access to all core curriculum, assist in establishing systems and structures designed to support those students where data has indicated that equal access has not been provided.

Design a meaningful intervention program for a group or groups of students.

Participate in the planning and facilitating of positive behavior support training.

Design and implement student recognition activities.

Participate in planning and facilitating trainings that address cultural differences in the school site.

Plan and implement programs and activities to address the issues created by cultural differences.

10. *Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers*

Conduct a culture/climate needs assessment with stakeholders (staff, parents, students) to assess the potential barriers to implementing and accomplishing the school vision.

Develop a plan of action to find ways to address and overcome the identified barriers.

Share the plan with administrators and other groups as appropriate.

Plan and implement team-building activities for stakeholders.

Organize focus groups of students, teachers, and parents to discuss their concerns.

Participate in the planning and facilitation of discussions that address cultural differences on your campus if appropriate.

11. *Shape school program, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision*

Participate in the planning and delivery of professional developments that address the school's vision for stakeholder groups.

Assess what school structures are in place for collaboration and articulation of the school vision.

Adapt the existing structures to provide coherence across all grade levels in all content areas.

Participate in the development and implementation of a leadership team that is representative of all grade levels/departments that meets on a regular basis to discuss and review each grade level/department's work, goals, progress, etc.

Participate in establishing and facilitating collaborative professional learning communities for all teachers that meet at least weekly during their established planning time to discuss student data, common formative assessments, student growth, intervention plans, etc.

Plan and arrange for vertical dialogues between grade levels/departments.

Participate in writing the Single School Plan.

Participate in applying for California Gold Ribbon Schools Program if appropriate.

12. *Facilitate the comprehensive integration of technology to support achievement of the vision*

Assess the level of technology available in the school, the expertise of staff, and the ongoing resources to support technology in the future.

Participate in the planning and implementation of professional development designed to align the technology program to the school vision.

Organize and establish a technology leadership team that develops a school-wide technology plan.

13. *Communicate about, model, and hold oneself and others accountable for exhibition of personal and professional ethics, integrity, justice and fairness*

Participate in formal and informal conversations that focus on ethics, fairness, respect, justice and integrity.

Identify behaviors that model these attributes and practice them.

Be transparent in the decision making of a project you are leading.

Listen to all input before making a decision.

Demonstrate that students come first when making a choice.

Read and internalize the ethics policies of the school and the District.

Conduct research about programs that focus on justice and fairness that add value to the school. (restorative justice, peer mediation)

14. *Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups*

Analyze the budget and align the financial resources to student needs based on a review and analysis of all available data, including academic, social, emotional, behavioral, cultural data.

Participate in the establishment of a budget committee made up of key stakeholders. Ensure that all budget decisions are transparent.

Participate in the SSC and meetings regarding LCFF and LCAP.

15. *The importance of communicating information about the school on a regular and predictable basis to all families through a variety of media and ensuring that all constituents have ample access to information sources*

Develop a newsletter for parents and community designed to reach all constituencies using a variety of media with translations as appropriate.

Develop a website for parents and community that is current highlighting pertinent information with translations as appropriate.

Attend monthly meetings with the Principal (Coffee with the Principal).

16. *Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision-making*

Assist in the planning, preparation and facilitation of consensus building and decision making trainings for all stakeholder groups and leadership councils.

Participate in leadership groups and councils modeling skills in consensus-building and decision making.

17. *Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator.*

Attend professional job-alike meetings, conferences, professional organization meetings to form a network of colleagues to enhance your professional knowledge.

18. *Understand the roles of a broad range of support staff and mental health professionals*

Interview all school support staff to understand their roles and the type of support they provide to students, families and staff.

19. ***Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals***

Coordinate support staff's participation in staff development and parent meetings designed to describe their roles and areas of expertise to support students, families and staff.

Invite and coordinate support staff's participation in staff activities, school-wide events, weekly teacher collaborative meetings, SST meetings, and parent activities to ensure they feel part of the staff and can share expertise.

20. ***Understand how to identify and access resources to help address difficult or complex problems and issues that may arise***

Research available resources using technology, human resources (including colleagues and support staff), memos, handbooks, and community to address problems and issues that are specific to your school.

Build a resource list from this research for the school.

Share the resource list with support personnel, parents and teachers.

***CACE 2
SUGGESTED FIELDWORK EXPERIENCES
INSTRUCTIONAL LEADERSHIP***

1. Participate in classroom walk-throughs checking to see if lessons reflect Common Core and California Content Standards.
2. Attend a mental health seminar to learn more about mental health conditions that affect student achievement.
3. Model to all staff through actions and communications the belief that every child is capable of achieving at their highest level.
4. Plan a Professional Development that shares researched based best instructional practices for working with ELL, special education and gifted students
5. Provide feedback to teachers in content or grade level meetings on how to analyze student work.
6. Participate in Instructional Rounds to collect data on a specific instructional focus area when visiting classrooms.
7. Engage with staff in ways to examine multiple assessment tools used to continuously evaluate student learning.
8. Assist in designing positive behavior management systems that promote both student improvement and high expectations of all students.
9. Guide and support new teachers with classroom lesson planning, analyzing student work, understanding formative assessments, and classroom management.
10. Share photos and other visual evidence of dynamic learning environments to all staff.
11. Develop a Professional Development Calendar based on data from instructional needs assessments.
12. Assist in creating a series of questionnaires that asks staff to continuously reflect on their areas of weakness and strengths, and help to build systems of support for improvement.
13. Assist in establishing classroom structures that promote student group work, student inquiry, student talk and a positive culture of learning.
14. Engage parents and guardians in parent training sessions to learn more about the high expectations of the instructional programs at the school.
15. Demonstrate to a group of teachers how to integrate technology in the classroom to create dynamic lessons,

individualized intervention, and enhance student creativity.

16. Give a demonstration lesson to new teachers that focuses on specific researched based instructional strategies that addresses a content standard that is very challenging to teach.
17. Model ethical responsibility by questioning discriminatory practices and eliminating biased conversations among staff.
18. Collaborate with others on how to differentiate lessons to meet the needs of the ELL, special needs and gifted student population.
19. Cultivate and maintain a safe learning environment for all students enhancing respect and equitable treatment for all.
20. Assist in building ongoing schedules that allows for teachers to frequently and on a regular basis meet with each other to collaborate and calibrate their teaching.
21. Share a video or an article that describes how systems of oppression critically affect student learning.
22. Plan activities in the curriculum that focus on building career and college readiness skills for all students.
23. Address and clarify the teacher observation and evaluation system by using mock practices.
24. Demonstrate how to read and analyze assessment data, and guide teachers through the different steps of how to use data to change instructional practice.
25. Provide differentiated Professional Development sessions to meet the specific needs of individual teachers.

***CACE 3
SUGGESTED FIELDWORK ACTIVITIES
Management and Learning Environment***

1. Participate in the development or updating of the School Plan.
2. Coordinate campus needs assessments to align campus goals and priorities to the School Plan.
3. Participate in the development of a professional development needs assessment for faculty and/or staff.
4. Conceptualize, develop and implement staff training in instructional strategies. Topics may include: diversity and cultural sensitivity; curriculum and assessment alignment; vertical and horizontal teaming; as well as literacy and subject level approaches to enhance student learning and staff professional growth.
5. Collaborate with teachers on problems of grouping such as team teaching, departmentalization, etc.
6. Guide teachers in establishing plans and procedures for instructional improvement, classroom management techniques and assessment.
7. Identify and restructure some aspect of the school's curriculum that the faculty agrees needs improvement and present a plan to the faculty.
8. Serve as a coordinator, academic coach, advisor or other quasi-administrative position.
9. Assess the school's current Student Handbook and/or Faculty Handbook and make recommendations for its improvement.
10. Pinpoint with teachers the problems of classroom discipline and guide them in developing effective classroom management strategies.

11. Be active in a community organization and/or participate in a community forum regarding school issues.
12. Strategize with school/community advisory committees; for example, serve actively on an advisory committee, do a written critique of an advisory committee meeting, help to organize a parent meeting.
13. Conduct an analytic study of the community; for example, economic conditions, community evaluation of the school, dissident groups.
14. Coordinate and implement various community-oriented activity nights on campus pertaining to issues relevant to parents and other stakeholders.
15. Lead discussions at a faculty and staff meeting about connections between integrity, fairness, and ethics and the necessity of a nurturing, supportive learning environment for all students, faculty and staff.
16. Observe an advisory team made up of community leaders, social service agency representatives, parents and other stakeholders that will meet regularly to discuss current and potential issues that could affect the school learning environment.
17. Participate in planning and/or conduct training for staff on ways to nurture and assist financially disadvantaged families.
18. Help develop, coordinate, or work with educational programs that involve the community; for example, work experience, adult education, and bilingual/bicultural education programs.
19. Facilitate or participate in discussion and analysis of ways to address, appreciate and respond to cultural differences in the school environment.
20. Join with parents and faculty/staff to create and conduct a parent survey or needs assessment.

CACE 4
SUGGESTED FIELDWORK EXPERIENCES
Family and Community Engagement

1. Involvement and participation in an established community organization outside of school.
2. Ability to explain to stakeholders the connection between Federal, State, and Local District education guidelines and responsibilities.
3. Development of a resource list for parents/community members that addresses social services as well as other needed resources.
4. Establish, coordinate and lead parent education classes based on a needs assessment or district guidelines.
5. Effectively communicate and describe the procedures employed to arrive at the school vision and garner support for the vision from all stakeholders.
6. Demonstrate public speaking skills that take into account all stakeholders and their ability to comprehend your presentation.
7. Complete an environmental scan of the school and the community at large that identifies strengths, weaknesses, threats and opportunities to your school.
8. Exemplary writing skills that employs professional vocabulary and yet is comprehended by all levels of stakeholders.

9. Facilitate strategies that will lead to team building, consensus building and conflict resolution.
10. Model an inclusive philosophy that welcomes a diverse community to your school.
11. Establishment of communication procedures for parents, teachers and community that may include, but not be limited to, newsletters, weekly bulletins, monthly bulletins and a webpage.
12. Plan and coordinate school sponsored programs for parents and community: Back-To-School Night, Open House, Assemblies, Parent Conferences, etc.
13. Lead teaching demonstration lessons for both parents and teachers.
14. Explain the responsibilities and duties of non-teaching school personnel (clerical, custodial, cafeteria).
15. Describe various school programs to stakeholders: GATE, Special Education, Title I, etc.
16. Develop and distribute a Parent Handbook/Bulletin that addresses local school procedures such as Attendance, Dismissal, Emergency Procedures, etc.
17. Implement, describe and distribute School Discipline procedures to stakeholders.
18. As part of the Parent Education classes schedule “Walk Throughs” and/or “Instructional Rounds” then lead a discussion with parents.
19. Implement and host a “Recognition” event for all School Volunteers.
20. Invite “Community Leaders” to speak with parents/stakeholders.

CACE 5
SUGGESTED FIELDWORK ACTIVITIES
Ethics and Integrity

1. Led council meetings (parents, teachers, staff) where the federal, state and district laws (Special Education, Title 1, Bilingual, American with Disabilities Act, Gifted, etc.) were presented in conjunction with local policies and procedures.
2. Presented and developed school budget(s) following district, state, federal guidelines.
3. Researched and addressed current rights and protections issues which resulted in the development of student/parent/teacher handbook.
4. Participated, developed and monitored the implementation of restorative justice procedures that included a positive behavior support plan.
5. Developed appropriate intervention strategies for a diverse school population, based on local school data.
6. Participated in a hiring committee of new faculty/staff members and co-authored questions to be asked of candidates by the committee.
7. Evaluated technology programs prior to recommending them for purchase by the school.
8. Developed, presented and distributed School Master Calendar to staff for approval.

9. Established record keeping procedures related to site based programs (fiscal, legal, technology, etc.)
10. Participation in the development of a school-wide budget (committee).
11. Adhered to ethical procedures related to recruitment, selection, hiring, recruitment and development of school staff.
12. Employment of strategies in order to respond to unintended consequences related to decisions and/or school events.
13. Knowledge of procedures, practices and legal requirements related to the management of auxiliary services at a school site (food services, health services, student transportation, etc.)
14. Understands processes of labor relations and contractual agreements relating to education in California.
15. Cognizant of policies and procedures of record keeping related to fire safety codes, OSHA regulations, Civic Center Permits in order to maintain a safe school environment.
16. Effective use of out of district support organizations for student health, safety and well-being.
17. Comprehends the application of systems thinking to establish priorities and manage the complexities of an organization (school level).
18. Ability to apply the principles of conflict resolution, student disciplinary procedures, including manifestation determination for serious offenses and the management of school climate.
19. Ensures and provides proof that the school site operates consistently within the parameters of federal and state education laws and district policies.
20. Maintains an up to date status on current technology for all school staff.

CACE 6
SUGGESTED FIELDWORK ACTIVITIES
External Context and Policy

1. Plan professional development for staff using specific discussion protocols that engage and motivate the learners to participate.
2. Conduct a grade level or content level alike meeting modeling collaborative exploration of student data.
3. Frame professional development goals by focusing on student learning and using site data such as student work samples, test results, the results of action research, and information gathered from formal and informal classroom observations.
4. Assist in providing opportunities for engaging staff in ongoing group inquiry, individual reflection, and self-assessment.
5. Participate in a Lesson Study.
6. Assist in preparation of school support systems for beginning teachers and monitor their progress.
7. Support an individual teacher by coaching them in the classroom, and regularly provide feedback in both oral and written form.

8. Assist in planning celebrations that recognize staff accomplishments and milestones.
9. Assist in preparing and conducting self-assessment surveys to all staff to self-monitor their growth and reflect on progress of their professional learning.
10. Share and discuss with staff current educational articles that focus on researched based techniques and strategies that improve teaching practices.
11. Engage with staff in ways to examine current classroom problems, and develop strategies for them to use to improve student outcomes.
12. Assist in designing a needs assessment for teachers to accurately pinpoint where their learning is, analyze results and design differentiated staff development to meet their needs.
13. Design a needs assessment for parents, analyze results and present series of parent trainings to meet their needs.
14. Invite outside community leaders to share their expertise at school functions, career days, and celebrations.
15. Teach and support the staff in how to use different technology to improve time management skills.
16. Design an evaluation form to be used at every professional development, implement the form and share data results in a timely manner.
17. Participate in planning and/or conducting a two-way communication with key decision makers in the school community to generate support for the school.
18. Assist in identifying obstacles that limit group effectiveness and plan a professional development to address them, and model a process to eliminate them.
19. Assist in developing, defining, assigning and monitoring different decision making leadership roles to staff members.
20. Plan and organize groups of teachers to visit other school sites for their own personal professional growth.
21. Model what is expected at all levels, e.g., help to serve lunch, pick up trash, dress professionally, teach a class, and participates in professional developments and grade level/content level meetings.
22. Join a professional network of educators.
23. Participate in a critical friends group.
24. Keep a reflective log or journal and check back often to review growth.
25. Shadow another professional in the field and reflect on your own weaknesses and strengths.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Self-Assessment – California Administrator Content Expectations

- The candidate is to complete this Self-Assessment and discuss it with his/her on site Field/Clinical Supervisor by the end of the first/second week of the Fall Semester.
- There are six California Administrator Content Expectations
 1. Development and Implementation of a Shared Vision
 2. Instructional Leadership
 3. Management and Learning Environment
 4. Family and Community Engagement
 5. Ethics and Integrity
 6. External Context and Policy
- It is expected that the candidate will select three expectations from each of the six Content Expectations that he/she has identified as **Some Experience or No Experience**, for a total of 18.
- These experiences are to be completed and documented during the **Fall and Spring** semesters under the supervision of the Field/Clinical Supervisor. A template is provided to assist with the recording of this assignment.
- A copy of the Self-Assessment is to be provided to the Field/Clinical Supervisor and a copy maintained by the candidate along with the recorded documentation (templates).
- A copy of the Self-Assessment is also to be provided to the Program Supervisor along with the recorded documentation (templates).

<https://classeval.csun.edu/classclimate/online.php?p=elpscape>