

San Jose State University
College of Education
“Excellence and Equity in Education”

Department of Administration and Higher Education

“The vision of the Educational Administration Program is to prepare courageous, reflective leaders who will guide their educational communities to create and sustain schools in which all students and staff use their minds and hearts well.”

Ed Ad 242 A and B Administrative Field Work
Preliminary Administrative Services Credential Program (Tier 1)

SJSU University Advisor: _____
Phone _____ e mail _____

Welcome to the San Jose State University Preliminary Administrative Services Credential Program Tier 1!

ORGANIZATION AND PURPOSE: The purpose of this course is to apply the skills and concepts learned in your administrative classes to the work you do for your administrative objectives. The course revolves around four areas of activities that are vital for your personal growth.

- Developing goals and objectives regarding on-the-job assignments, projects, or problems.
- Keeping a journal of the administrative challenges regarding work assignment objectives and then to be used as a talking point for the individual monthly visit with your SJSU advisor.
- Attending all Support Group meetings (3) to discuss your experiences with other students and the instructor. This is critical to your guided growth and administrative role development.
- Visitation and/or consultations with other professionals. The purpose of this activity is to increase your professional contacts and to learn from other administrators’ and other district’s perspectives.

The field work/intern program places a student into three settings – a coaching relationship with your SJSU advisor, a partnership arrangement with a work site administrator, and Support Group meetings with other administrative students.

ACTIVITIES AND ASSIGNMENTS:

Place in a binder (which will become your final exit Portfolio) the following material (#1,#2, #3) for the first visit of your SJSU advisor. Make a copy of each of the first three items and have in a folder to give to your SJSU advisor.

1. PROFESSIONAL RESUME

2. **PORTFOLIO PERSONAL ASSESSMENT.** Complete the first part on the left where you are entering the program. Make a copy for your SJSU advisor. Save the original in your binder to be completed for your final Portfolio exit exhibition.
3. **GOALS AND OBJECTIVES.** Before your first coaching meeting with your SJSU advisor, write in draft form the objectives you would like to work on, based on the lower-ranked items from your Portfolio Personal Assessment analysis, your work assignment from your supervisor, personal growth opportunities (readings, conference attendance, interviews, visitations), mentoring experiences with a successful administrator, and one objective that is personal and committed to reducing stress. At your first coaching meeting with your SJSU advisor, you, your SJSU advisor, and your work supervisor will come to an agreement about your actual objectives. You will then obtain approval for your objectives by completing the Fieldwork Program Approval form.

The Commission on Teacher Credentialing (CTC), the accrediting body for all credentialing programs, requires fieldwork objectives to encompass practice in the following areas:

- Two major activities in educational leadership such as coaching a teacher, curriculum development, parent/community involvement, or staff development.
- Two major activities in educational management, such as teacher scheduling, student scheduling, budget development and management, or special events planning.
- One activity at a school that is at least 20% ethnically different from your school's student population.
- One activity in a district office function in personnel, business, or curriculum administration.
- One activity at a school level in which you do not ordinarily work.
- One personal Take-Care-of-Yourself goal. (This is a program objective.)

4. **JOURNAL:** Your journal is one way you will reflect on developing your administrative experiences with the help of your SJSU advisor. A journal is really a diary, not a log, so report an event, your objectives or experiences, and comment on the meaning you derived or insights you gained from it. Express yourself in a stream-of-consciousness style. Three or four entries a month for each objective are expected. Your journal will be used as a basis for initial discussions. If you keep your journal on a computer, your SJSU advisor can read directly from the screen. Do not print it out. Keep your complete journal for your final exit Portfolio and your competency review at the end of your Tier 1 program.
5. **COACHING SESSIONS:** You can expect to see your SJSU advisor at least once a month at your work place. Coaching sessions will be scheduled in advance at Support Group meetings. Like you, your SJSU advisor is on a tight schedule, so keep an appointment once made. If you do have an emergency, you have the responsibility to call your SJSU advisor in advance and reschedule the meeting. Your SJSU advisor should meet your work supervisor at the first visit. These meetings should be commented on in your journal. The last session will be devoted to your Achievement Summary: your objectives, the successes, and the challenges.

6. **SUPPORT GROUP MEETINGS:** Plan to attend three (3) meetings each semester from 4:30 pm until 6:00 pm . Outside of a few announcements, the agenda is open to topics from you and to discussion areas of common need regarding your developing leadership abilities. These meetings are a good chance to get other educational leaders' ideas about a problem you are facing, or the meetings can be used to just vent for understanding. Trust is an important element of this process. Confidentiality is essential. An appropriate assignment will be made if you miss a session.
7. **VISITATION/CONSULTATIONS:** A visitation can be to another school and/or district. The purpose is to gather information and perspective from another point of view in order to help meet your leadership objectives. A consultation can be with some one in your district office, another school, another district, or from another agency or business. You must have approval before visitations for consultations. A follow-up discussion is required with your SJSU advisor at the first coaching session after a visitation or consultation.
8. **ACHIEVEMENT SUMMARY:** This is due the last coaching session of each semester. Report on your successes and challenges in meeting your objectives. Discuss what was confirmed about your leadership practices and what was a challenge for change. Refer to concepts and knowledge from your administrative classes as well as what was not supported by your classes. Think about what you expected to learn compared with what you did learn. Present your objectives and this summary to your advisor at the last meeting of each semester. Save all four Achievement Summaries to place in your final exit Portfolio.
9. **PORTFOLIO:** Turn in your Portfolio to your SJSU advisor by April 15 in your last semester in the Tier 1 program. Think of the portfolio as a reflective self-assessment and summative evaluation of your continuing intellectual growth and leadership development. Your SJSU advisor will review it, make comments, and return it to you before the last coaching session in May. Be sure to follow the guidelines for Tier 1 Portfolios.
10. **GRADING STRUCTURE AND EVALUATIONS:** This is a Credit or No Credit course. You will receive a Course Summary Sheet at your last coaching session along with a course grade. You will be asked to complete an anonymous evaluation of your SJSU advisor. Your SJSU advisor will give you the form. Please complete the form and mail the evaluation to the Department chair, Dr. Barbara Gottesman. We take these evaluations very seriously because they are important for the improvement of the program.

TIMELINE

August	Orientation
September	Support Group Meeting (set by each Advisor at Orientation)
October	Support Group Meeting
November	Support Group Meeting Portfolio due Nov. 15 if graduating in December
January	Orientation for new 242 A and B students and Interns
February	Support Group Meeting Approval of Master's Action Research Project for May 1 deadline
March	Support Group Meeting
April	Support Group Meeting Portfolio due April 15 for May graduation
May	Master's Action Research Project due May 1
May	Graduation

January 2002

Preliminary Administrative Services Credential Program (Tier 1)
Administrative Fieldwork: Ed Ad 242 A or B
A Guide for Supervisors

Dear Colleague:

Thank you for agreeing to help prepare a future school administrator, currently enrolled in Ed Ad 242 A or B: Administrative Fieldwork. The student, the supervising site administrator, and the SJSU advisor work closely together in this training program to develop strong educational leaders for our schools. Our goal is to link university graduate class theory with practical experience.

The Fieldwork in Educational Administration at San Jose State University is designed to train future school administrators and school leaders to become effective Educators: Leaders and Managers of schools.

THE ROLE OF THE FIELDWORK SITE SUPERVISOR

- Serves as an administrative role model to the SJSU student.
- Works in harmony with the SJSU advisor.
- Sets aside, on a regular basis, a time to meet with the student to review the student's goals, objectives, and projects.
- Clarifies and delineates the student's duties and responsibilities for assigned projects and make clear the expected levels of performance.
- Discusses problems that may arise during the field work activities.
- Designs varied experiences that will further the student's understanding of administrative procedures and practices.
- Reviews with the student any important school documents, e. g. the school budget, program budgets, the school plan, CDE reports, the Program Quality Review Report, WASC Report, and test reports and results.

- ❑ Shares administrative events/occurrences with the student and ways in which they were handled.
- ❑ Reviews the final exit Portfolio with the student and the SJSU advisor.
- ❑ Makes constructive suggestions for the improvement of the administrative program at SJSU.

THE ROLE OF THE STUDENT

- ❑ Develops goals and objectives in cooperation with the work site supervisor and the SJSU advisor.
- ❑ Maintains a journal, showing progress on accomplishing the goals and objectives.
- ❑ Reviews progress in achieving the planned goals and objectives with the work site supervisor during each semester.
- ❑ Reviews progress in achieving the planned goals and objectives with the SJSU advisor once a month.
- ❑ Becomes thoroughly acquainted with information contained in the site document, e. g. the school budget, program budgets, the school plan, CDE reports, the Program Quality Review Report, WASC Report, and test reports and results.
- ❑ Conducts self-evaluations of the progress made toward the attainment of the administrative/leadership experience.
- ❑ Attends all scheduled classes, Support Group meetings, and completes all other course requirements.
- ❑ Completes a final exit Portfolio, following the Tier 1 Portfolio Guidelines.
- ❑ Makes constructive suggestions for the improvement of the administrative program at SJSU.

THE ROLE OF THE SJSU UNIVERSITY ADVISOR

- ❑ Works in close cooperation with the work site supervisor in order to promote the success and growth of the student in educational leadership.

- Establishes a cooperative understanding of the roles and responsibilities of all persons involved in the fieldwork experience.
- Assures that the experiences provided are in keeping with the standards of program quality and effectiveness both within the Department of Administration and Higher Education and the College of Education at SJSU.
- Guides the student toward achieving a successful and worthwhile experience.
- Encourages the student in self-evaluation.
- Meets with the student on a regular basis and conducts informal evaluation of the student's progress.
- Assures that a broad range of experiences are provided so that the student can demonstrate the skills and competencies necessary to become a strong educational leader.
- Evaluates the student's final exit Portfolio.
- Encourages both the student and the work site supervisor to offer suggestions for improving the SJSU educational leadership program.

Please contact any of us if we can be of assistance.

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Program
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Fall 2001 - Spring 2002

INDIVIDUAL STUDENT GRADE AND COURSE SUMMARY SHEET

Student _____

Semester _____ Year _____

Support Meeting Group Attendance

August Orientation ____

January Orientation ____

September ____

February ____

October ____

March ____

November ____

April ____

Individual Coaching Sessions

September ____

February ____

October ____

March ____

November ____

April ____

December ____

May ____

Completion of Assignments

- Intern Agreement Form _____
- Portfolio Personal Assessment Entry section _____ Exit section _____
- Objectives _____
- Resume _____
- Job description _____
- Objectives signed off by the work supervisor _____
- Journal _____
- Achievement Summary (written reflection) of each semester's objectives:
1st semester ____ 2nd semester ____ 3rd semester ____ final semester ____
- Visitation/consultation ____

Advisor Evaluation

You will receive an Evaluation of your SJSU Advisor form at your December and May individual sessions. Please take time to complete the form and return it to the Department chair at SJSU.

Grade = Credit ____ No Credit ____ Incomplete ____

SJSU Advisor signature _____

Student's copy ____

Advisor's copy ____

