

Student Handbook

**Educational Leadership Department
College of Education
San Jose State University**



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A WORD FROM OUR DEAN

School leaders play a central role in promoting the success of students in our schools, colleges and universities through application of their natural talents, their experience, and their academic preparation, they lead a variety of people in the educational enterprise that is so vital to American society. I am proud of the women and men who have sharpened their professional skills at San Jose State University, and the contributions they continue to make to their communities every day. We at the College of Education are committed to our tradition of excellence and service in preparing school leaders. Within the tradition, I hope this handbook will help you gain your professional goals. Thank you for learning with us at San Jose State University.

Susan Meyers, Ph.D.
Dean, College of Education

...AND FROM OUR DEPARTMENT CHAIR

In the first years of this new century, we have the unique opportunity as school leaders to improve and expand learning and achievement for all of our students. We are glad that you have chosen to join with the Educational Leadership faculty at SJSU to explore and create more learning opportunities for students and for teachers in our schools. Preparing to be a school leader is a collaborative effort among SJSU faculty, school leaders, and candidates for school leadership. We face increasing pressure from the accountability issues, from the complexities of building equity in diverse communities, and from economic situations.

We have high standards in our graduate program, but we also work with students to create learning opportunities that will best prepare you to lead school in the 21st century. We give 100% of our effort and expertise in this endeavor, and we hope that you will also. We are open to suggestions, concerns, and questions at any time.

Barbara Gottesman, Ed.D.
Chair, Department of Educational Leadership

Educational Leadership Program Vision

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.

The Five Program Themes- Their Understandings and Essential Questions

Leadership Concepts and Management Strategies

- Understandings: In order to optimize success for all students, effective educational leaders understand and reflect on leadership and management concepts. Leaders develop and apply appropriate knowledge and skills to the on-going operation and improvement of schools.
- Essential Question: How do school leaders continually develop, demonstrate and reflect on appropriate leadership and management knowledge and skills that optimize student success?

Role of School in a Democratic Society

- Understanding: Responsible leaders understand school as a system tied to a larger society and take an active role in developing and building support, engaging community leaders and preparing all students as critical thinkers and active participants in a democratic society.
- Essential Question: How do school leaders develop and apply the knowledge and skills necessary to engage the school and its many communities in meaningful dialogue and action to address political/social/economic challenges that affect student achievement?

Building Equity in Diverse Communities

- Understandings: Educational leaders proactively advocate for equity and deliver appropriate and effective educational services responding to the needs of diverse communities.
- Essential Question: How do school leaders optimize student success within diverse communities?

Facilitating Collaborative Change

- Understanding: Leaders understand systemic change and know how to manage the changes in curriculum, instruction, student assessment and in personnel and resource management that are required to assure success for all students.
- Essential Question: How do school leaders understand, manage and sustain systemic change that optimizes student success?

Research and Reflection on Practice

- Understanding: Effective educational leaders use research and reflection to guide, challenge and /or sustain policies and practices in order to maximize learning for all students.

- Essential Question: How do effective educational leaders use research and reflection to guide, challenge, and/or sustain policies and practices in order to maximize learning for all students.

California Professional Standards for Educational Leaders

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests, needs, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, and cultural context.

Applying to the Educational Leadership Programs

After admission to the Graduate School, there are additional requirements for the Educational Leadership program.

There are two (2) in the admissions process: application to the Graduate School and application to the Educational Administration Department.

1. These 2 items should be sent to the Graduate Studies office: (SJSU 95192-0025) after the student applies on line at www.csumentor.edu
 - a) official transcripts
 - b) the \$55 admissions fee

2. These 4 items should be sent directly to the Educational Administration department: (95192-0072)
 - a) one letter of recommendation from the principal or supervisor attesting to the applicant's potential for school leadership and potential success as a graduate student and stating that the teacher has 3 years of full time teaching experience
 - b) a copy of passing scores on all 3 parts of CBEST
 - c) a copy of the clear teaching or PPS credential
 - d) an 3 page admissions essay on this quote by Roland Barth: "a 3 page admissions essay, based on this quotation by Roland Barth: "The relationship among adults in schools are the basis, the precondition, the *sine qua non* that allow, energize, and sustain all other attempts at school improvement. Unless adults talk with one another, observe one another, and help one another, very little will change."

*Students who enter as a school team must have one letter for the team from the school principal. A copy of the principal's letter must be in each separate student folder.

Complete admissions details, steps in the admissions process, and deadlines are found on the website <http://coe.sjsu.edu/edad> under <Admissions>

The state of California expects an administrator to earn the *Preliminary* Administrative Services Credential or a Certificate of Eligibility before beginning an administrative position by:

- Holding a California teacher, psychologist, school librarian, social worker, or counselor education credential;
- Working successfully for at least three years in a full-time position requiring one of the credentials mentioned above;
- Completing an approved university preparation program directed toward the preliminary credential;
- Passing the California Basic Education Skills Test (CBEST).

Although a candidate may begin the San Jose State University Educational Leadership program prior to completing all of the requirements listed, the requirements must be

completed to qualify for the credential or certificate. In addition, a candidate who was educated in a country where English is not the common language must score 550 or higher on the Test of English as a Foreign Language (TOEFL). More information about this test is available from the Testing Office at 408.924.5980.

Basic admission requirements to the *Preliminary Administrative Services Credential* (Tier I and/or M.A.) program are:

- Holding a California teacher, psychologist, school librarian, social worker, or counselor education credential;
- Working successfully for at least three years in a full-time position requiring one of the credentials mentioned above.
- Proof of passing scores on all three parts of CBEST
- Writing an admissions essay on the quote by Roland Barth.

Additional admission requirements to the Internship program for newly appointed administrators - *Preliminary Administrative Services Credential* (Tier I):

- Enter the program through an agreement between SJSU and the district;
- Written assurance from the district that the candidate holds a position on the administrative salary schedule greater than 50%;
- Working successfully for at least three years in a full-time position requiring one of the credentials mentioned above;
- Complete the application form -*Intern Agreement Form*- signed by the candidate and district superintendent and attach an official district job description. Mail to: Intern Coordinator, San Jose State University, One Washington Square, San Jose, CA 95192-0072.

Admission requirements to the *Professional Administrative Services Credential* (Tier II) program are:

- Currently employed and paid as an administrator;
- Holding a valid, current Preliminary Administrative Services Credential: copy of the Tier I credential to be placed in student file by August in the year of entrance to the program.
- Writing an admissions essay on the quote by Roland Barth.

Admission to the M. A. in Higher Education program requires:

- A 3.0 GPA
- 3 letters of recommendation, one of which must be from a work supervisor, which attest to the candidate's probable success in a graduate program and leadership potential as a college administrator
- A current resume
- An admissions essay of 3 pages stating what the applicant hopes to gain from the MAHEA program

**• Program and Course Descriptions for the
Preliminary Administrative Services Credential (Tier 1)* without a Master’s Degree**

Only on-line application forms for admission to the Graduate School and the Educational Leadership programs are now accepted. Applicants must fill out the form on line at www.csumentor.edu.

All official transcripts must be mailed to Graduate Studies, Educational Leadership Evaluator, One Washington Square, San Jose State University, San Jose, CA 95192-0025. Allow at least six to eight weeks to process the papers after all documents have been submitted. When the on-line application has been submitted, the candidate will be issued a Personal Identification Number (PIN). After formal admission by the Department Chair, this PIN may be used to register and to access various information including status, grades, etc. on-line at www.sjsu.edu (click on Student Services) or by calling the Graduate Studies Division at 408.924.2483.

*Includes Administrative Interns.

The established pattern of required and approved courses for the Preliminary Administrative Services Credential without a Master’s Degree are:

Tier 1 Preliminary Administrative Services Credential Requirements		Units
EdAd 200	The School Manager	3
EdAd 201	The School Leader	3
EdAd 202	The Educator	6
EdAd 203	School Human Resources Administrator	3
EdAd 204	School Fiscal and Legal Leadership	3
EdAd 205	Leader in the Community	3
EdAd 206	Advocate for All Children	3
EdAd 242	Field Work in School Administration	12-24

Initially, a new student will be advised by the Department chair or assigned an advisor from the Educational Leadership department. After enrolling in the EdAd 242 Field Work in School Administration class, the SJSU professor for 242 will assume the role of advisor.

Entrance to and exit from all Educational Leadership programs and the Graduate School requires a 3.0 GPA for admission and graduation.

A portfolio of competencies assessment, instead of a written comprehensive exam, is required for all Educational Leadership programs.

**Program and Course Descriptions for the
Preliminary Administrative Services Credential (Tier 1)* with a Master's Degree**

Only on-line applications are accepted by the Department and Graduate Studies at www.csumentor.edu

Use the following code to indicated the academic objective on the application: 08271
Master's degree in education – supervision and administration.

After the on-line application is submitted, allow at least six to eight weeks to process the papers after all documents have been submitted. When the application has been received by Graduate Studies on line, the candidate will be issued a Personal Identification Number (PIN). After formal admission by the Departmental Chair, this PIN may be used to access various information including status, grades, etc. on-line at www.sjsu.edu (click on Student Services) or by calling the Graduate Admissions Department at 408.924.2483.

One of the requirements for award of the master's degree is listing 30 graduate units of credit. The candidate must submit the Departmental Request for Candidacy (Master's Degree Contract) through the Departmental Chair to the Graduate Office two full semesters or about eight months prior to the semester of expected graduation. The candidate has a maximum of seven years to complete the thirty graduate units, report the research, and demonstrate competency through the portfolio.

* Includes Administrative Interns.

The established pattern of required and approved courses for the Preliminary Administrative Services Credential with a Master's Degree are:

Tier 1 Preliminary Administrative Services Credential Requirements		Units
EdAd 200	The School Manager	3
EdAd 201	The School Leader	3
EdAd 202	The Educator	6
EdAd 203	School Human Resources Administrator	3
EdAd 204	School Fiscal and Legal Leadership	3
EdAd 205	Leader in the Community	3
EdAd 206	Advocate for All Children	3
EdAd 242	Field Work in School Administration	9-21
EdAd 253	Seminar in Administration in Educational Settings: capstone course for the M. A. Action Research Project (ARP)	3

Initially, a new student will be advised by the Department Chair or assigned an advisor from the Educational Leadership department. After enrolling in the EdAd 242 Field Work in School Administration class, the professor for 242 will assume the role of advisor.

A portfolio assessment is required for this program.

**Program and Course Descriptions for the
Professional Administrative Services Credential (Tier 2)
with or without a Master's Degree**

Only on-line applications for admission to the Graduate School and the Educational Leadership program are accepted for the Tier 2 program. www.csumentor.edu
Use the following code to indicated the academic objective on the application: 502 preliminary services credential. Candidates for a Master's Degree in education should use the code 08271.

Allow at least six to eight weeks to process the application after all documents have been submitted to the Departmental office and to Graduate Studies. When the application has been received electronically by SJSU Graduate Studies, the applicant will be issued a Personal Identification Number (PIN). After formal admission by the Departmental Chair, this PIN may be used to register and to access various information including status, grades, etc. on-line at www.sjsu.edu (click on Student Services) or by calling the Graduate Admissions Department at 408.924.2483.

The established pattern of required and approved courses for the Professional Administrative Services Credential without a Master's Degree are:

Tier 2 Professional Administrative Services Credential Requirements		Units
EdAd 270	Administrative Assessment and Induction	2
EdAd 275A	The Successful School	2
EdAd 275B	Improving Schools from Within and Without	6
EdAd 275C	Cultural/Socio-Economic Diversity in the Schools	2
EdAd 275D	Politics and Economics of Education	2
EdAd 285A	Advanced Fieldwork/Peer Coaching/Mentoring	10

A portfolio assessment is required for this program.

Preliminary Credential (Tier 1)

Course Descriptions

EdAd 200. The School Manager

Management skills for leading effective school organizations. Present and emerging issues in our society and how they relate to schooling. Governance of education.

EdAd 201. The School Leader

Leadership as principal and program administrator in a variety of settings. Promotion of successful learning. Instructional program administration. Personnel functions at school level. Group problem solving and decision-making.

EdAd 202. The Educator

Curriculum development and implementation. Instructional program organization and improvement. Instructional program and curriculum evaluation. Characteristics of effective schools. Curriculum balance, integration and congruence. Research and assessment by UBD are prominent parts of this course.

EdAd 203. The School Human Resources Administrator

Certificated staff supervision and staff development. Organization development, staff motivation and personnel management functions at the district level.

EdAd 204. School Fiscal and Legal Leadership

State and federal legal frameworks and landmark judicial decision in education. Application of constitutional, statutory, case and administrative law to school settings. Process of collective bargaining. Management of employee agreements. Sources of public school funding.

EdAd 205. The School Leaders in the Community

Organization and support of school and district program advisory committees. Mobilization of community and public agency resources. Response to cultural and socio-economic diversity in the community. Communication with the community.

EdAd 206. Advocate for All Children

Administration of programs for handicapped, economically disadvantaged and other exceptional students. Needs assessment and goal setting. Preparation of proposals for competitive funding to foundations and public agencies.

EdAd 242A. Internship in School Administration and Supervision

Application of administrative skills in various educational settings in instructional leadership, school management, personnel management and business management. Appropriate for educators with a greater than half-time management assignment.

EdAd 242B. Administrative Field Experiences

Application of administrative skills in various educational settings in instructional leadership, school management, personnel management and business management.

EdAd 253. Seminar in Administration in Educational Settings

This is the capstone course for the Master's Action Research Project in which students receive coaching to finish the project required to earn the M. A. degree. The Master's Action Research Project is begun in Ed Ad 202, in the student's second semester.

Professional Credential (Tier 2) Course Descriptions

EdAd 270. Administrative Assessment and Induction

Assessment activities for development of continued professional growth plan.
Development of a plan with official district representative, student, mentor and university advisor.

EdAd 275A. The Successful School

Based on problem approach to educational administration through exploration of essential questions dealing with leadership in successful schools. Challenged to answer questions/problems in a way that continues development as an educational leader. Challenged to raise questions/problems that you feel are essential.

EdAd 275B. Improving Schools from Within and Without

One of the courses in the core program of the Professional Credential Program. Assessment and improvement of school level learning support systems, development, supervision, and evaluation for certificated staff.

EdAd 275C. Cultural/Socio-Economic Diversity in the Schools

One of the courses in the core program of the Professional Credential Program. Applications of administrative skills in working with various school/community groups; improvement of administrative process skills.

EdAd 275D. Politics and Economics of Education

One of the courses in the core program of the Professional Credential Program. School district governance and management. Private sector/public sector financial relationships and school/community pressure groups.

EdAd 285A. Advanced Fieldwork/Peer Coaching/Mentoring

Supervised advanced field experience for school administrators. Peer coaching skills are applied to specialization areas.

Demonstrating Competency

Culminating/Capstone Course: The Portfolio Assessment

The State and the University expect candidates for the Master's degree in Educational Administration and Higher Education and applicants for the Preliminary and Professional Administrative Services Credential (Tier 1, Tier 2 and Interns) to demonstrate mastery of knowledge and skills, as well as competence in application related to their field of work.

All applicants for the Preliminary Administrative Services Credential, Professional Administrative Services Credential, and candidates for the Master's degree must have completed all courses required for the credential and/or degree prior to and/or during the semester in which they demonstrate competence.

In addition, candidates for the Master's degree must complete an action research project and register for the course, Ed Ad. 253, to have a coach and advisor to complete the M. A. Action Research Project.

Questions and Answers

1. What is the possible sequence of course offerings and how should I plan to take that sequence?

Offerings for the Tier 1-Preliminary Services Credential San Jose State and Salinas campuses are:

San Jose	Salinas
Fall Semester Year One	Fall Semester Year One
EdAd 200	EdAd 200
EdAd 201	EdAd 201
EdAd 242 (Interns Only)*	EdAd 242 (Interns Only)*
Spring Semester Year One	Spring Semester Year One
EdAd 202	EdAd 202
EdAd 242 (Interns Only)	EdAd 242 (Interns Only)
Fall Semester Year Two	Fall Semester Year Two
EdAd 205	EdAd 203
EdAd 206	EdAd 204
EdAd 242 All Students*	EdAd 242 All Students*
Spring Semester Year Two	Spring Semester Year Two
EdAd 203	EdAd 205
EdAd 204	EdAd 206
EdAd 242 All Students	EdAd 242 All Students
EdAd 253 Master's	EdAd 253 Master's

*Fieldwork is taken by interns all four semesters and by non-interns two semesters during their second year.

2. When should I take the CBEST (California Basic Educational Skills Test)?

A passing CBEST is a requirement to enter the program. It is also a requirement set by CCTC to qualify for the administrative credential. It is in the candidate's professional interest to pass the CBEST as soon as possible. Since California requires success on the CBEST for all educational credentials, earn your passing score quickly. You never know *when* a job opportunity might arise.

3. Can I enroll for course through continuing education or the *open university*?

No, you must gain admission to the Graduate School AND be formally admitted to the Educational Leadership programs by the Departmental Chair before you can take any course in the Educational Leadership program.

4. Can I receive credit for professional development done outside the administrative program or SJSU in my Tier 2 program?

You are required to submit evidence for 90 hours of approved non-University professional development as part of the second tier. No additional tuition payment is required for such work.

5. How do I clear and *incomplete* grade on my transcript?

First, talk with the instructor from whom you received the incomplete grade and get direction from him or her on the work you must still complete. Finish those assignments that semester. After accepting your work, the instructor will clear your transcript. Keep in mind that an *incomplete* automatically converts to a failing grade one year after the incomplete was received.

6. How do I keep in good standing as a student?

Maintain a grade point average of 3.0 in all your graduate courses. The Graduate Studies Office may place you on probation or drop you from our program for failure to meet this expectation.

7. Can I *skip* a semester in my course work?

Only if you really need to. If you do not register for classes for more than one semester, you are required by Graduate Studies to reapply for admission. You can request a leave of absence through the Graduate Studies Office before the beginning of the semester you wish to be on leave. Ask your advisor to sign the request before you submit it to Graduate Studies.

8. Do you accept work I've completed with another university in the preliminary and professional credential programs?

Yes, the Department Chair may accept graduate course work taken at another university if the work is a reasonable match with our courses. Meet with the Department Chair to make that request and give her a transcript and the short course description from the other university catalog. You need make no additional tuition payment for these units. You can also waive courses if you provide exact matches with courses or formal documentation signed by a supervisor.

9. Can I apply work I've taken at another university toward my master's degree?

Yes, but CSU accepts only six units of graduate work done at another university in your master's degree program. You must have also taken that work within the seven-year time limit.

10. Will you waive course work for professional experience I may have?

Yes, the Departmental Chair may recognize your experience and waive a particular course. If you want such a waiver, the Departmental Chair requires that you write a letter requesting the waiver and submit formal documentation signed by a supervisor wherein you make your case for a waiver. The Departmental Chair may also ask you to submit supporting letters from administrators familiar with your work. You can demonstrate competency in the objectives listed in the syllabus for the course through a written or oral examination.

11. How can I get my grades?

SJSU does not send grades to its students. All students have accounts on www.my.sjsu.edu to which grades, bills for tuition, and graduation requirements are posted. You'll need your personal identity number – PIN – and social security number. Carefully follow the computer's directions.

12. Can I complete work for my administrative credential after earning a Master's degree?

Certainly, however, since you will have gained your stated graduate objective of earning the degree, you must reapply for admission to the University before resuming your course work for the administrative credential.

13. How can I get my transcript?

You can order an official transcript by submitting a Request for Transcript form available from Admissions and Records. The university charges \$4.00 for the first transcript and a small charge for each additional one. Unofficial transcripts are available through the computer kiosks at the Admissions and Records Assessment Center located at 10th and San Fernando (Student Services, first floor, 10th Street parking garage, 95192-0025), between the hours of 8:00 a.m. and 4:00 p.m. Kiosks are open until 6:30 p.m. on Wednesdays.

14. When must I declare my intention to graduate?

Submit the form Application for the M. A. Degree before the end of the third week of the semester in which you will graduate. The application is available on line at www.sjsu.edu/graduatestudies/currentstudents/forms.

15. How can I help you improve your programs?

We take student assessment of our performance as teachers very seriously, and you help us improve our teaching through that evaluation process. By policy the University expects each professor to evaluate his or her teaching performance in at least one course each semester by administering the Student Opinion of Teacher Effectiveness (SOTE).

Instructors are also glad to listen informally to your ideas about a particular course or his/her teaching.

If you wish, you may evaluate our teaching through a letter to the instructor or the Department Chair.

Finally, your portfolio includes an evaluation of your credential or degree program.

16. How do practicing school administrators help improve our program?

We have two active advisory boards, the North Advisory Board which meets in Campbell and the South Advisory Board which meets at the Monterey County Office of Education. Both Boards that practicing administrators, students who have

completed the program, and students currently in the program. Both Advisory Boards regularly examine our offerings and suggest improvements in curriculum and instruction. We also employ practitioners as adjunct professors.

17. If I have a problem with one of my instructors or disagree with a decision made by my graduate advisor, how can I go about resolving it?

When people work together, problems sometimes arise between them. First, talk with the instructor. We are all reasonable people and, with your cooperation, can solve most problems. If you continue to have a complaint about an instructor or a staff person, call our Department Chair at 924-3622. The Department Chair will hear you out and help you toward a resolution. Finally, a formal University grievance procedure is available to you through the College of Education Dean at 924-3600. The University has an *ombudsman* as the final step in the process: students may contact Savander Parker at 924-5985.

Who Are The Faculty In Educational Administration?

Dr. Gilberto Arriaza earned his Ph.D. from UC Berkeley in 2000. Since 1997, he has served as a Senior Associate with the Coalition of Essential Schools. Previously, he worked with California tomorrow and taught school in the San Francisco Unified School District. Dr. Arriaza is co-director of LEAD, the regional center of the coalition of Essential Schools.

Gerry Chartrand has served as an adjunct professor for our program for four years. She retired from the Campbell Elementary School District as Associate Superintendent for Educational Services. Gerry has an extensive background and knowledge centered around curriculum, instruction, and assessment.

Dr. Barbara Gottesman currently serves as Chair of the Educational Leadership Department. She earned her Ed.D. from the University of North Carolina at Greensboro in curriculum and instruction. Her career includes elementary and high school teaching, principaling, college teaching, K-12 school reform and teacher education reform, and designing state level leadership training for school teams. Her Effective School Training program, based on the research of Ron Edmonds, won a national award in 1989. She was Executive Director of the statewide South Carolina Center for the Advancement of Teaching and School Leadership. For seven years, she was state site director for John Goodlad's Collaborative to Renew Teacher Education, a collaborative of five colleges and forty-two professional development schools, one of the eight original national partners. Her special interests are peer coaching, partnership collaboratives, surveys, and assessment of instruction. Dr. Gottesman's book, *Peer Coaching for Educators*, is used in local schools and districts in California, South Carolina, Maine, Chicago public schools, and in Singapore.

Dr. Martin Krovetz earned his Ph.D. in Social Psychology from the University of North Carolina. He is currently Professor of Educational Leadership. Dr. Krovetz is the coordinator of the Master's in Teacher Leadership program and co-director of LEAD, the regional center of the Coalition of Essential Schools. His book, *Fostering Resiliency: Expecting All Students to Use Their Minds and Hearts Well* (1999), is being used by schools throughout the United States as a lens in their effort to maximize learning for all students. From 1977-91, Dr. Krovetz was a high school principal in Santa Cruz.

Dr. Gene Lamb, an experienced teacher and administrator, is a graduate from Ohio State University. He has been with the Department for nearly 35 years. During much of this time, he has carried out major consulting assignments for World Bank and the US State Department in educational development programs in Latin America and Africa. Dr. Lamb specializes in School Law and Finance and was instrumental in starting up the Salinas area outreach program in the early 70s. He teaches only in fall semester since he is partially retired.

Dr. Noni Mendoza Reis earned her doctorate from the University of La Verne in educational leadership and organizational management. She has worked in education for over 25 years. Her last assignment was principal of Starlight Professional Development School in Watsonville. Her school received the model professional development award from the US Department of Education in 2001 and the California School Board Association Golden Bell Award in 2002 for the professional development program grounded in principles of equity and student achievement. She is a member of national Center for Research on Excellence and Diversity (CREDE) Research and Synthesis Teams on Professional Development for Diversity and for Academic Achievement and Language Learning. She has been an elementary school teacher, teacher of the year, and a lecturer at U C – Santa Cruz as well as a consultant for effective strategies for culturally and linguistically diverse students. Her publications include articles on mentoring for equity, becoming culturally responsive and responsible educators, and diversity in the classroom.

Dr. Jim Ritchie earned his doctorate from the University of Northern Arizona with his dissertation on the evaluation of principal training. After 39 years serving as a public schools educator, he recently retired after serving for eleven years as the highly successful superintendent of Moreland School District. With Moreland District having 44% of its students as language minorities, he improved district performance, reorganized the strategic planning process, and set a new standard for professional development in the district. He has served as superintendent, assistant superintendent, principal and teacher in schools in California and Arizona. He has been a very effective graduate course instructor for three local universities in educational administration. He brings knowledge and skills in instructional leadership, organizational management, strategic planning, budget and finance, evaluation, communication, and business and community partnerships. His special interests are evaluating program effectiveness and forming partnerships with districts.

Dr. Rob Slaby has recently joined the faculty. He was the superintendent for Salinas City Elementary School District.

Dr. Marsha Speck earned her doctorate in educational administration at the University of the Pacific. She has served as a teacher, assistant high school principal, principal and assistant superintendent in her more than 20 years as a practitioner. Dr. Speck is the coordinator of the Urban High School Master's and Preliminary Administration Services Credential Program. She is also the author of the nationally acclaimed *Why Can't We Get It Right: Professional Development in Our Schools* (2001) with Caroll Knipe and *The Principals: Building Learning Communities* (1999). She was selected alumna of the year by the School of Education at the University of the Pacific. Dr. Speck has also received three Fulbright travel Scholarships. Before joining the San Jose State University Faculty, she taught as an adjunct professor at the University of the Pacific. She is past president of the National Year Round School Association.

Patricia Stelwagon is the former associate superintendent of Berryessa. She teaches the introductory courses for Educational Leadership, Human Resources, Law and Finance and the two community courses. She is an outstanding field work supervisor for Tier 1 and Tier 2, excels at technology, and advises students long after they complete the program.

Educational Leadership
College of Education
San José State University

PORTFOLIO ASSESSMENT for TIER 1
Problems in Administrative Settings

Requirements: The State and the University expect candidates for the Master's degree in Educational Administration and Higher Education and applicants for the Preliminary Administrative Services Credential (Tier 1) to demonstrate mastery of knowledge and skills, as well as competence in application, related to their field of study.

Prerequisites: All applicants for the Preliminary Administrative Services Credential and candidates for the Master's degree must have completed all courses required for the credential and/or degree prior to and/or during the semester in which they demonstrate competence.

Definition: The Tier 1 Portfolio is the demonstration of competency for the Master's degree and Preliminary Services Credential. The Portfolio takes the place of a final written or oral comprehensive examination at the end of graduate level programs.

Procedure: Please carry out the following tasks in preparing and presenting your portfolio.

Portfolio materials will be organized into a loose-leaf binder with the following tabs, reflections, and examples:

- A cover sheet giving your name, position title, work site name, work site address, work telephone number, e-mail address, work supervisor's name, work address, work telephone number, e-mail address, and your SJSU advisor's name.
- A current brief resume.
- The Approved Program for Preliminary Administrative Services Credential Checklist.
- A self-assessment of your current administrative knowledge and skill mastery using the Portfolio Personal Assessment.
- Achievement Summary for EDAD 242 for both semesters.

Specific evidence of your accomplishments that demonstrate your competence as an emerging leader or administrator in each of the five theme areas:

Leadership Concepts and Management Strategies
Role of Schooling in a Democratic Society
Building Equity in Diverse Communities
Facilitating Collaborative Change
Research and Reflection on Practice

Please use one index tab for each of the five themes and behind each index tab include specific evidence of your competency:

1. Leadership Concepts and Management Strategies

- At least three (3) pieces of evidence from your work at school or from classes, which demonstrate your leadership in this area.
- A two (2) page reflection on skills in administration and management you have learned in Tier 1: refer to classes, readings, and simulations.

2. Role of Schooling in a Democratic Society

- At least three (3) pieces of evidence showing your use of group process and democratic decision making which you have learned in Tier 1: refer to classes, readings, and simulations.
- A two (2) page reflection on skills in group process and democratic decision making which you have learned in Tier 1: refer to classes, readings, and simulations.

3. Building Equity in Diverse Communities

- At least three (3) pieces of evidence showing your work in equity and diversity from your work site or from classes.
- A two (2) page reflection on skills in equity and diversity, which you have learned in Tier 1: refer to classes, readings, and simulations.

4. Facilitating Collaborative Change

- At least three (3) pieces of evidence showing you leading and managing change from your work site or from class.
- A two (2) page reflection on how you have managed and led change and what you learned in Tier 1: refer to classes, readings, and simulations.

5. Research and Reflection on Practice

- A copy of your completed Action Research Project.
- A two (2) page reflection on how research and reflective writing have improved your leadership skills.

6. A reflective essay summarizing your strengths, needs for continuing professional and personal growth, and your specific plans (what, how, when) for the next two years.

7. A two page reflective evaluation of the credential program and if appropriate, the Master's degree program. Comment on the quality of the curriculum goals, objectives, instruction, student assessment, relationships with faculty, access to information, and advising. Your comments will help us improve experiences for students who follow you.

Make another copy of each of the following items, which you will give to your SJSU advisor to be filed in your permanent folder at SJSU, separate from your portfolio:

- Cover page
- Current resume
- Completed Approved Program for Preliminary Administrative Services Credential Checklist
- A self-assessment of your current administrative knowledge and skill mastery using the Portfolio Personal Assessment
- Achievement Summary for EDAD 242 for all semesters

- A reflective essay summarizing your strengths, needs for continuing professional and personal growth, and your specific plans (what, how, when) for the next two years.
- An evaluation essay assessing the credential program and if appropriate, the Master's degree program. Comment on the quality of the curriculum goals, objectives, instruction, student assessment, relationships with faculty, access to information, and advising. Your comments will help us improve experiences for students who follow you.

Due date for Portfolios: April 15. The candidate will meet with her/his SJSU advisor and work supervisor one month before the end of the semester to formally present the portfolio. After presenting the portfolio in a formal meeting with the SJSU advisor and work supervisor, the SJSU advisor will sign off on the demonstration of competence, accepting the portfolio as the final evaluation of the program. The candidate will then hand in the 7 copied items required for the permanent file at SJSU.

All portfolios will be turned in to the Educational Administration Department for review by faculty. Portfolios will be displayed and then may be picked up after June 1 at the Educational Administration Department office.

Educational Leadership Rubric for Evaluating Tier 1 Portfolios

	Excellent	Satisfactory	Needs Improvement
Administrative Concepts and Management Strategies	Compelling evidence of understanding of leadership and management concepts by clear application of knowledge and skills to the on-going operation and improvement of schools.	Demonstrates understanding and reflection of leadership, management concepts, and application of knowledge and skills to the on-going operation and improvement of schools.	Some evidence of understanding and reflection of leadership and management concepts, but little evidence of application of knowledge and skills
Role of School in a Democratic Society	Clearly demonstrates the school as a part of the larger society by authentically engaging the community and students.	Demonstrates understanding that the school is a system that is closely linked to the larger society.	Some understanding that the school is a system that is closely linked to the larger society.
Building Equity in Diverse Communities	Taken important steps to advocate for equity and improve student success within a diverse community.	Demonstrates understanding that advocacy for equity optimizes student success within a diverse community.	Little evidence of understanding of equity and its connection to success for all students.
Managing and Leading Change	Strong evidence of actually implementing systemic change strategies and creating the appropriate support for sustainability.	Demonstrates skills to manage and support appropriate change that ensures success for all students.	Little evidence that the change and/or support was linked to the success for all students.
Research and Reflection on Practice	Uses research, reflection and action in order to maximize learning for all students.	Uses research and reflection in order to maximize learning for all students.	Little evidence between the use of research and reflection in order to maximize learning for all students.
Mechanics	<p>All components are present and match the order given in checklist with an introductory reflective paragraph where relevant.</p> <p>Each theme has its own index tab with a short reflective introduction and three samples of application and transfer of the theme's learning to work.</p> <p>Includes a self-assessment of current administrative knowledge and skill mastery using the Portfolio Personal Assessment and the five themes.</p> <p>Reflective writing refers to topic and its relation to classes, readings, simulations, applications transferred to work, and future learning goals.</p> <p>Writing demonstrates excellent prose style with no grammatical errors.</p> <p>No padding</p>	<p>All components are present and match the order given in the checklist.</p> <p>At least two exhibits demonstrate competency in each of the five themes.</p> <p>Includes a current self-assessment of administrative knowledge and skill mastery using the Portfolio Personal Assessment.</p> <p>Reflective writing refers to topic and its relation to classes, readings, simulations, applications transferred to work, and future learning goals.</p> <p>Writing demonstrated satisfactory prose style and no more than two grammatical errors.</p> <p>Some padding</p>	<p>Some components are missing or do not match the checklist.</p> <p>Fewer than two exhibits for each of the five themes.</p> <p>Self-assessment of administrative knowledge and skill mastery using the Portfolio Personal Assessment is missing.</p> <p>Reflective writing includes few or no reference to topic, classes, readings, simulations, application transfer to work or future learning goals.</p> <p>Writing demonstrates unsatisfactory prose style and more than two grammatical errors.</p> <p>Obvious padding or non-relevant work samples.</p>

Educational Leadership
College of Education
San José State University

PORTFOLIO ASSESSMENT for TIER 2

Requirements: All candidates for the Professional Administrative Credential (Tier 2) must complete a portfolio as the final assessment of the Tier 2 program,

Prerequisites: The portfolio will be presented near the end of the semester in which all course work for the Tier 2 credential have been completed.

Definition: The Tier 2 Portfolio is the demonstration of competency for the Professional Services Credential (Tier 2). The Portfolio takes the place of a final written or oral comprehensive examination at the end of graduate level programs.

Organization of the Final Portfolio:

Portfolio materials will be organized into a loose-leaf binder with the following tabs, reflections, and examples:

- A **cover sheet** giving your name, position title, work site name, work site address, work telephone number, e-mail address, work supervisor's name, work address, work telephone number, e-mail address, and your SJSU advisor's name.
- A current brief **resume**.
- The Checklist for the Portfolio Assessment for Tier 2.
- A completed copy of the
- "21st Century School Administrator Skills: Self-Assessment for Instructional Leaders" which assesses your leadership skills at the beginning of Tier 2 and requires that a mentor also assess your skills.
- Your current working Professional Development Action Plan (**PDAP**) for Tier 2 listing your leadership goals. You should have goals in each of the five areas of the Tier 2 program:

Leadership Concepts and Management Strategies
Role of Schooling in a Democratic Society
Building Equity in Diverse Communities
Facilitating Collaborative Change
Research and Reflection on Practice

Please use one index tab for each of the five themes and behind each index tab include specific evidence of your competency:

1. Leadership Concepts and Management Strategies

- A two (2) page reflection on skills in administration and management you have learned in Tier 2: refer to classes, readings, and simulations.

- At least three (3) pieces of evidence from your work at school which demonstrate your leadership in this area.
- 2. Role of Schooling in a Democratic Society**
 - A two (2) page reflection on skills in group process and democratic decision making which you have learned in Tier 2: refer to classes, readings, and simulations.
 - At least three (3) pieces of evidence showing your use of group process and democratic decision making at your work site.
 - 3. Building Equity in Diverse Communities**
 - A two (2) page reflection on skills in equity and diversity, which you have learned in Tier 2: refer to classes, readings, and simulations.
 - At least three (3) pieces of evidence showing your work in equity and diversity from your work site.
 - 4. Facilitating Collaborative Change**
 - A two (2) page reflection on how you have managed and led change and transition which you have learned in Tier 2: refer to classes, readings, simulations and your change matrix.
 - At least three (3) pieces of evidence showing you leading and managing change and transition from your work site. Some evidence can be an extension and in-depth explanation of your change matrix.
 - 5. Research and Reflection on Practice**
 - A copy of your completed change matrix or your M. A. Action Research Project.
 - Peer Coaching Log and Reflection; Mentor Log and Reflection; 30 non-university hours log in relation to PDAP goals and reflection
 - A 2 page reflection on how research and reflective writing have improved your leadership skills.
6. Your **future PDAP** for the next two years after you finish the Tier 2 program.
7. A **two page reflective evaluation** of the Tier 2 program.

Make another copy of each of the following items, which you will give to your SJSU advisor to be filed in your permanent folder at SJSU, separate from your portfolio:

- Cover page
- Current resume
- Completed PDAP
- Future PDAP
- Peer coaching/Mentor/30 hours log and reflection
- Written evaluation of the Tier 2 program.

Due date for Portfolios: April 15. The candidate will meet with her/his SJSU advisor and work supervisor two months before the final presentation to discuss the candidate's display of competence. One month before the completion of Tier 2, candidates will

formally present the portfolio to the SJSU advisor, district mentor, and work supervisor. After the candidate has present the completed portfolio (evidence of competency) in a formal meeting, the SJSU will sign off on the demonstration of competence, accepting the portfolio as the final evaluation of the program. At the same meeting, the candidate should hand in to the SJSU advisor the 6 copied items required for the permanent file at SJSU.

All portfolios must be approved by the field work supervisor and the work supervisor or principal.

Educational Leadership Rubric for Evaluating Tier 2 Portfolios

	Excellent	Satisfactory	Needs Improvement
Administrative Concepts and Management Strategies	Compelling evidence of understanding of leadership and management concepts by clear application of knowledge and skills to the on-going operation and improvement of schools.	Demonstrates understanding and reflection of leadership, management concepts, and application of knowledge and skills to the on-going operation and improvement of schools.	Some evidence of understanding and reflection of leadership and management concepts, but little evidence of application of knowledge and skills
Role of School in a Democratic Society	Clearly demonstrates the use of democratic processes in school and role of schooling in an American democracy by authentically engaging the community and students.	Demonstrates understanding of democratic processes in school and role of schooling in an American democracy.	Some understanding of the role of schooling in an American democracy and the use of democratic processes to engage the community and students.
Building Equity in Diverse Com.	Taken important steps to advocate for equity and improve student success within a diverse community.	Demonstrates understanding that advocacy for equity optimizes student success within a diverse community.	Little evidence of understanding of equity and its connection to success for all students.
Managing and Leading Change	Strong evidence of actually implementing systemic change strategies and creating the appropriate support for sustainability.	Demonstrates skills to manage and support appropriate change that ensures success for all students.	Little evidence that the change and/or support was linked to the success for all students.
Research and Reflection on Practice	Uses research, reflection and action in order to maximize learning for all students. Includes Tier 2 project, reflection, peer coaching and mentoring reflection	Uses research and reflection in order to maximize learning for all students. Includes Tier 2 project, reflection, peer coaching and mentoring reflection.	Little evidence between the use of research and reflection in order to maximize learning for all students. Project or reflection of peer coaching or mentoring missing.
Mechanics	<p>All components are present and match the order given in checklist with an introductory reflective paragraph where relevant.</p> <p>Each theme has its own index tab with a short reflective introduction and three samples of application and transfer of the theme's learning to work.</p> <p>Includes a self-assessment of current administrative strengths and challenges using the LBAIL and the 21st Century School Administrator Skills self-assessment and the five themes.</p> <p>Reflective writing refers to topic and its relation to classes, readings, simulations, applications transferred to work, and future learning goals. (PDAP)</p> <p>Writing demonstrates excellent prose style with no grammatical errors.</p> <p>No padding</p>	<p>All components are present and match the order given in the checklist.</p> <p>At least two exhibits demonstrate competency in each of the five themes.</p> <p>Includes a current self-assessment of administrative strengths and challenges using the LBAIL and the 21st Century School Administrator Skills self assessment</p> <p>Reflective writing refers to topic and its relation to classes, readings, simulations, applications transferred to work, and PDAP.</p> <p>Writing demonstrated satisfactory prose style and no more than two grammatical errors.</p> <p>Some padding</p>	<p>Some components are missing or do not match the checklist.</p> <p>Fewer than two exhibits for each of the five themes.</p> <p>Self-assessment of administrative knowledge and skill mastery is missing.</p> <p>Reflective writing includes few or no reference to topic, classes, readings, simulations, application transfer to work or future learning goals.</p> <p>Writing demonstrates unsatisfactory prose style and more than two grammatical errors.</p> <p>Obvious padding or non-relevant work samples.</p>