The San José State University
Connie L. Lurie College of Education
Department of Educational Leadership

Prepared for the

California Commission for Teacher Credentialing

Guidelines and Standards for the
Preliminary and Professional Administrative Services Credentials

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Overview
This report is prepared for the Application for Accreditation process of the California Commission for Teacher Credentials 2004 Standards and Guidelines. Revisions to the February 2007 document have been added to this report in March 2008.

San Jose State University and its Department of Educational Leadership are proud to be an integral process of the State education system qualifying teachers and leaders for California’s schools.

It has been doing this longer than any institution of higher education in California, and strives to continue to be a leader in this field.

The San José State University had its beginnings in the early days of the California State Normal School, founded May 2, 1862, in San Francisco.

Previously known as Minn’s Evening Normal School, San Jose State was founded in 1857 for the purpose of educating teachers for San Francisco schools.

After considering a number of neighboring towns, the Normal School Board of Trustees decided to relocate the School to San José in 1870, as San Francisco was thought to be too distracting of an environment for the students, and also auspiciously because library facilities were too small in the San Francisco facility.

In 1872 the first California State Normal School building in San José was completed, and included a separate room for the Library on the first floor. This building was destroyed by fire February 10, 1880, but fortunately, most of the Library’s 2000 volumes were saved.
Common Standards

Standard 1. Educational Leadership. The program sponsor (faculty, dean/director and program administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Program leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program’s administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

A College and program with a clear Vision and purpose.

The Dean of the College of Education, Dr. Susan Myers, states that the central vision and purpose of the College and all its departments is to serve the needs and professional hopes of all its students:

The College of Education is a collegial community of teacher-scholars where opportunity abounds. Together with our community partners we prepare quality professionals who will serve in schools, clinics, and industry. Our commitment to a vision of excellence and equity in education is reflected in the design and implementation of our programs, funded projects, scholarship, and service to students. We are fortunate to have the support of our President, Provost, and colleagues throughout the university and a dedicated alumni association. In fact, we have over 12,000 alumni working in the Bay Area and around the United States and world! (See Statement at the SJSU Official Website, www.SJSU.edu.)

The SJSU Department of Educational Leadership’s Program Rationale.

Given the increasing diversity of the K-12 student population in our region and the vocal criticism regarding the readiness of high school graduates to enter the university or the workforce, it is imperative that preparation of school administrators be clearly focused on the skills, attitudes and behaviors needed by school leaders to lead the systemic change efforts that will improve the quality of life and learning for all students within our region. Research clearly demonstrates the relationship between quality school leadership and student achievement. The Educational Administration faculty members at SJSU see this, the development of qualified school leaders as its program’s principal mission.

Leadership, and its implications for school administrative leadership, is the cornerstone of our instructional program. From leadership evolves five major curriculum or instructional themes. These themes form the heart and soul of our department’s instructional program -its philosophy and its curricula persuasions:
SJSU Administrative Department’s Five Major Program Themes

| Leadership Concepts and Management Strategies |
| Role of Schooling in a Democratic Society |
| Building Equity in Diverse Communities |
| Facilitating Collaborative Change |
| Inquiry, Research, Learning, and Reflective Practice |

We believe, moreover, that these program themes fit well and are proactive to our State and Nation’s expectations that school leaders should:

- know and understand their schools and communities well,
- exert leadership to achieve positive educational outcomes, and
- continue to develop and grow in their own professional expertise.

More importantly, we see our mandate as providing a quality program in educational administration-school leadership-which prepares educational leaders to successfully lead the ever changing, and always challenging, diverse school communities of the greater Silicon Valley.

We also see our role as collaborators, collaborating with experienced school leaders in the region, state, and nation, to help them translate the knowledge base of school leadership into school-based action plans that benefit all students in a broad spectrum of learning and personal development activities.

Reviewing and revising the SJSU Preliminary Administrative Services Credential Program (Tier 1) involves an ongoing discussion amongst faculty, our students, our alumni, experienced practitioners in the field, and much research and evaluation in the area of “what builds successful schooling programs” and in leadership and school management. It is a never ending process, where change, innovation and diffusion of new and creative programs are written, tested and embedded within traditional educational administration curricula.

The Department’s Vision Statement.

The Educational Leadership Department faculty members have developed a Vision Statement for the graduate-level administrative credentialing program. This Statement defines more clearly the mission of the program, and is the basis for all discussions about course syllabi, teaching strategies, and/or program revisions. It is founded in the notion that risk taking, courage to stand for what one believes, the ability to think out-of-the-box and striving for excellence in all we do, is at the heart of any leadership development program.

Working within the five major curriculum themes above, this Vision Statement gives focus and emphasis to the mission of the Department. Through it, and from it, we strive to establish a credential program that sets forth the knowledge bases, and the skills, attitudes and behaviors needed by young women and men who wish to become successful educational leaders

| 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. |
In developing this Vision, the faculty, working closely with its two regional Advisory Boards, collaborated with a number of important educators, education associations and interested private and non-profit groups. Among these were: the Lifelong Learning and Leadership collaborative, a project that the School was involved in with Oak Grove and Campbell districts funded by the Noyce Foundation; faculty from Special, Elementary and Secondary Education; an ARC Diversity consultant; and a Hewlett Packard Foundation representative. Moreover, this collaboration process has helped the department review and renew its curricula to assure students that course syllabi are not only sound, relevant and progressive, but also, congruent with and responsive to, the CCTC New Standards for Administrator preparation, the NCATE criteria for qualified graduate education programs.

By fall, 2005, all new standards and their subheadings have been incorporated into course syllabi for the Preliminary Administrative Services Credential program.

From Theory into Practice.

Illustrative of the focus on educational leadership that has evolved from this a.) on-going collaboration, b.) the five program themes and c.) the vision of the department, are the Department’s fundamental beliefs as they relate to the five major themes.

Leadership Concepts and Management Strategies

Understanding: 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?

Knowledge and skills applied in classroom, school, district, and community

Candidates will:

- Create a culture that values risk-taking and courage
- Understand, communicate and use district, school and class data to set goals, measure progress, and make decisions in an on-going cycle of reflection to increase student success
- Develop and practice effective communication skills, including listening, speaking/presenting, writing/publishing
- Solve issues through skillful communication (listening, reflecting, questioning, framing problems) and collaboration
- Facilitate effective and productive meetings where participants come informed and share responsibilities
- Model and coach effective instructional practices, leadership strategies, lifelong learning, and individual accountability
- Foster and nurture productive teamwork through relationship building
- Promote school climates, cultures and structures that recognize differential support needs for teachers who in turn develop differential strategies and supports for students
• Contribute to as well as use community resources
• Manage time and balance competing priorities

**Role of Schooling 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 which affect student achievement?

Knowledge and skills applied in classroom, school, district, and community:

**Candidates will:**

• Determine stakeholders and their interests and degree of buy-in
• Understand the historical perspective of school reform
• Understand the development and implementation of state and local policies and how policy affects practice
• Make the school a more democratic institution by engaging appropriate stakeholders to understand and promote optimal student learning
• Critically analyze the roots of inequity and injustice in schools and society
• Prepare and engage students as active participants within their communities
• Recognize, identify, name and address institutional conditions and instances of inequity and injustices particularly related to race, class, language, gender and sexual orientation

Use the media proactively to advocate for public schooling and student learning

**Building Equity in Diverse Communities**

**Understanding:** Educational leaders proactively advocate for equity and deliver appropriate and effective educational services responding to the needs of our diverse communities.

**Essential Question:** How do school leaders optimize student success within diverse communities?

Knowledge and skills applied in classroom, school, district, and community:

**Candidates will:**

• Identify and challenge personal beliefs and assumptions about all children and their communities
• Maintain high expectations for all students
• Demonstrate a deep understanding of differences that affect student learning and implement appropriate strategies
Develop close personal and positive working relationships with students and their families by personalizing teachers' and administrators' understanding of the range of needs and backgrounds of students

Understand the politics that surround issues of diversity in our communities and advocate for the needs of all children

Analyze and utilize disaggregated and triangulated data to make decisions that optimize learning for all students

Foster resiliency that demonstrates caring, high expectations, support, and participation for all members of the educational community

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 of our students.

Essential Question: How do school leaders understand, manage and sustain systemic change that optimizes student success?

Knowledge and skills applied in classroom, school, district, and community:

- **Candidates will:**
  - Model the stages of the change process and demonstrate leadership managing a change process
  - Articulate a clear vision for equitable schooling and build consensus with peers around this vision
  - Acknowledge the difference between change and transition and develop and implement a plan to help others transition
  - Know the history of change within organizations
  - Understand the unique history and culture within your own school and/or district and the implication for current change efforts
  - Recognize conflict as a learning opportunity and support others through conflict/resistance
  - Demonstrate courage in helping someone in a leadership position become more effective
  - Conduct collaborative action research based on collecting and using disaggregated and triangulated data in order to implement and/or assess a change effort focused on student learning

Inquiry, Research, Learning, and Reflective Practices

**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?
Knowledge and skills applied in classroom, school, district, and community

**Candidates will:**

- Read and interpret qualitative and quantitative research to provide a rationale that informs practice and maximizes learning for all members of the school community
- Understand, communicate and use district, school and class data to set goals, measure progress, and make decisions in an on-going cycle of reflection to increase student success
- Communicate relevant research in language that is understandable to staff, parents and students
- Communicate about practice as a teacher and teacher leader using descriptive, analytical, and reflective writing
- Conduct collaborative action research based on collecting and using disaggregated and triangulated data in order to implement and/or assess a change effort at your school

**Program Design and Organization**

Following the development of the Vision for Educational Leadership and the revision of all course syllabi, our faculty members have also revised the portfolio criteria (see below) and the **portfolio evaluation rubric** to be consistent with this Vision and to assure that we are measuring student abilities in the areas we have set as our focus. We also have discussed and incorporated the California Professional Standards for Educational Leaders into each course syllabus as standards under each of our five themes from the Vision statement.

The design of our overall scope and sequence of courses is as follows:

- **EDAD 200 School Administrator: The Manager**
- **EDAD 201 School Administrators: The Leader**
- **EDAD 202 School Administrator: The Educator**
- **EDAD 203 School Administrator: Human Resources Administrator**
- **EDAD 204 School Administrator: Fiscal and Legal Leadership**
- **EDAD 205 School Administrator: Leader in the Community**
- **EDAD 206 School Administrator: The Advocate for All Students**
- **EDAD 242A Internship in School Administration (interns only)**
- **EDAD 242B Field Work in School Administration (non-interns only)**

Candidates are required to earn a minimum of 30 units and successfully complete a portfolio exhibition in order to earn their Preliminary Administrative Services Credential. EDAD 202 is a six unit course; all others are three units. Six to twelve units of Field Work taken over two semesters are required.

Candidates may enroll as a cohort group; that is, they begin the program together and take all core classes together over four semesters. Students take EDAD 200 and 201 in the fall semester, EDAD 202 in the spring, EDAD 203 and 204 in the second fall semester, and EDAD
205 and 206 in the second spring semester. If the student is an intern, he/she enrolls in EDAD 242A both semesters of his/her first year. If the student is not an intern, he/she enrolls in EDAD 242B in both semesters of his/her second year. The portfolio requirement is met during the student’s last semester in the program.

If the student is earning a Master’s degree, she/he also takes Ed Ad 253, a Seminar in Administration as the capstone course to complete the M. A. Action Research project.

From our work on revising syllabi and reviewing the program in 2007-2008, we have discussed and debated the California Professional Standards for School Leaders (CPSELs). Each of the six standards and the sub-categories have been infused as standards in one or more of our course syllabi under the five themes from the Vision for Educational Leadership.

**Program Coordination.**

Our program is designed around a cohesive curriculum and program organizational structure that forms not only a logical sequence among the various instructional components, but also provides for systematic and timely coordination and implementation of critical program milestones, such as formal admittance and acceptance to the graduate school and to candidacy in the program and the assignment of a qualified faculty advisor with whom the candidate will work closely during his/her two year program at the University. Once a candidate is accepted into the program, he/she is assigned an advisor. In EDAD 200, s/he is given a comprehensive orientation to the University, the Library, the computer center and to the overall Preliminary Credential Program.

In spring 2002, faculty revised the Student Handbook to give more information and to answer commonly asked questions. To enhance student access to critical information, the Student Handbook, along with many other documents clarifying the Educational Leadership program leading to the Preliminary Administrative Services Credential can be found on the Ed Ad website [http://www.sjsu.edu/edleadership](http://www.sjsu.edu/edleadership).

This handbook complements and extends official policy regulations found in the University Catalog and personalizes the candidate’s acceptance into the Program. More importantly, it sets forth the standards of expectation critical for success both academically and professionally. It is important to note that this Handbook is the product of research and evaluation of our program over the past years. Student input and important anecdotal records of student experiences and comments have guided the development of the material presented.

Structured into the Preliminary Administrative Services Credential program are critical points for systematic monitoring, verifying and assessing a candidate’s progress, and his/her demonstrated “fitness” for educational leadership. A close relationship is established between a university supervisor, who is in almost all cases a tenured or tenure-track EDAD faculty member at SJSU, and the site supervisor during fieldwork experiences. This continues through the exit portfolio exhibition required of all graduates, and helps maintain a vital checks and balances on the progress our students are making.

**University and K-12 Collaboration.**

Our program requires a close, integral relationship with area schools and administrators. Faculty are encouraged and rewarded for working with educational leaders throughout this
The Educational Leadership department maintains two Advisory Boards, one in the North and South regions of our service area. These boards are made up of local administrators, board members, former and present students, community members, and business leaders. The South Advisory Board also has a faculty member from California State University – Monterey Bay, a new university that will develop an Educational Leadership Program in six to eight years for Monterey Bay service area. These Advisory Boards are instrumental in providing the Department with valuable and timely advice, criticism, and support as the year progresses. The Advisory Boards meet twice each year as a minimum and are available for consultation and feedback as necessary. The advisory boards and our ongoing relationship with area schools and administrators allow the leadership of the program in collaboration with the faculty to promptly identify and address any problem in the credential program that is amenable to administrative resolution. The advice and input from the field and from advisory boards form the basis for the ongoing review and improvement of the program and serve to validate not only the design and direction of the curriculum per se, but also the nature and form of the learning environment our students experience, as well as the quality and character of our students, our faculty and our field based colleagues who work side-by-side with us in instruction, fieldwork, scholarship, and program evaluation.

The Educational Leadership program has expanded from a basic Preliminary Administrative Services Credential (Tier 1) program into a program which leads in school reform, administrator preparation, and teacher leadership preparation. The program has four faculty members and expects to expand to eight or nine full-time, professors. All faculty who teach or supervise fieldwork meet monthly as well as on an as needed basis with the department leadership to support this work.

As an example of Education leadership that is responsive to the needs of local schools and leads in responding to these needs, the Urban High School Leadership program recruits teams of teachers from local high schools to earn their Preliminary Administrative Service credential in a cohort group along with the M. A. in Teacher Leadership. The Urban High School program is now working with its fourth cohort of future high school leaders. In close collaboration with school districts, this program has met the critical need for high school administrators by recruiting and educating teachers to become administrators.

The cohort program to support districts in developing teacher and administrator leaders has served districts in three area counties. In these programs, courses are taught on-site in districts. School teams earn the Preliminary Administrative Services Credential, earn the M. A. in teacher leadership, and use team Collaborative Action Research projects to solve school problems. With the 2002 expansion to serve East San Jose elementary school districts, this program has now serves over twenty school districts in our area. Local school and district administrators co-teach many of these courses with SJSU faculty.

Our special outreach to serve the growing need for administrators in the Monterey-Salinas area continues to grow. We now have two cohorts of Tier 1 students taking classes at the Monterey County Office of Education. A significant addition to our program has been the Leadership in Equity and Achievement Design (LEAD) Center, a Regional Center with the Coalition of Essential Schools. Students in these cohorts are composed of school teams interested in small schools and school reform.
The Educational Leadership Department draws much of its strength from its close and integrated association with the College of Education and its other professional credential programs, and with the seven other Colleges in the University. The nature of this strength takes on many forms: our faculty serve on important University and system-wide committees and boards; professors from other disciplines, when appropriate, are invited to visit our classes and discuss their areas of interest and research; our students are encouraged to take courses in other departments and disciplines; and our credential programs form the core of our highly recognized and nationally accredited NCATE standards for graduate education and the M.A. Degree in Education. Under the leadership of our Department chair, our Department is fully supported by the Dean, Provost, and University President.

In the summer of 2001, the Dean of the College of Education, Dr. Susan Meyers, divided the College into eight departments instead of programs in four divisions. Each Department has its own Chair who functions under the CSU guidelines for program-level management and administration. More specifically, the Department chair has the responsibility for the following Departmental operations:

- Program management
- Budget management
- Evaluations of faculty
- Chairing Ed Ad faculty meetings
- Acting as Graduate Coordinator in working with the Graduate School
- Coordinating Advisory Boards, cohorts, centers, and programs
- Sitting on the Dean’s Council of Chairs
- Supervising the program coordinators
- Working with students on advising and solving problems
- Working closely with SJSU admissions
- Working closely with the credentialing office
- Supervising the office staff
- Coordinating building of the course schedule each semester and other coordination tasks as required
- Coordinating completion of reports as required

Release time is provided for this position. At the present time, the Department chair’s position is given 40% faculty time for administrative duties, and 60% faculty time for instruction. In the fall semester of 2007, the Department was serving some 400 full time enrolled students (full-time being based on CSU graduate criteria which is 6 or more credits per semester). The Departmental chair reports to the Dean and serves at the pleasure of the EDAD faculty.
Intern Program

A Strong University–School District Collaboration. SJSU has been involved in collaborative relationships with public school districts within our region in offering a cooperative intern program for more than twenty-five years. The internship program which we offer at SJSU is designed to serve local school districts which hire people into administrative positions simultaneously with their enrollment in the Preliminary Administrative Services Credential Program. In all cases, these people are full-time employees of the hiring school district, and the school district requests (and most of the time, the position requires) that the student/administrative intern apply for and receive, the two-year Administrative Internship Credential through our Office of Credentials. Typically, our interns have been certificated staff members within a district and are recruited to apply for an administrative opening within that district. When hired, the new administrator applies for admission into the Preliminary Administrative Services Intern Program. We trust that the Superintendent and School Board have made a wise decision, and see our role as a collaborative and supporting institutional-base for the preparation their new administrators.

Upon enrollment in the EDAD program at SJSU, the intern enrolls in EDAD 242A - Internship in School Administration - as well as in six units of coursework. The intern is assigned a university supervisor (almost always a full time tenured or tenure tracked SJSU Educational Leadership professor) and a school or district supervisor (usually the immediate supervisor). The employee meets with the university supervisor within the first week of classes at SJSU in August, and very shortly thereafter a meeting occurs among the employee, the work place supervisor, and the university supervisor. At this meeting, goals and objectives are set collaboratively, a plan is written for implementing these goals and objectives, and an evaluation plan is established. The three meet at least monthly throughout the two years of enrollment in our program. Fieldwork expectations are job related with goals and objectives tied to both successful completion of job requirements and growth in understanding the role of school leadership throughout the school district. Two years of supervised fieldwork are provided to Interns.

We receive input and feedback regarding our intern program in the following three ways:

1. Through the intern, the district and the school or district supervisors who help design the fieldwork component of the credential program.
2. An annual meeting with the superintendents or designees from all districts employing interns in order to discuss the effectiveness of our intern program.
3. Input from district administrators and former interns who serve on our Advisory Boards. These Advisory Boards regularly review and comment on our overall Educational Leadership program.

Based on these critiques and discussions, the Department revises and updates the experiences, the requirements and the emphases annually on a program basis, and individually to meet the different needs of the students. One member of our faculty is provided coordination time to oversee the Intern Program.

Summary of Standard 1

Thus in summarizing our commitment to and actions for meeting the criteria of Standard 1, we believe that we have not only the full support of all the key persons in the University, from
the Provost down, to help us maintain and improve our instructional program, but we also have a clear vision as to where we want to go with the program and have organized our program activities – advisory boards, supervision practices, an outreach program that touches every school in our region, etc.—to the degree that we can not only provide a strong and deliberate program in school administration, but continually renew ourselves in the ongoing process of reflection, collaboration and program evaluation.

We have demonstrated that we work as a team, not only in our department per se, but within the service area as we communicate and work intimately and intensively with our schools, their leaders, and selected groups therein.

**Standard 2. Resources.** *Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.*

The Educational Leadership program lacks adequate resources to deliver the Preliminary and Professional Administrative Services Credential programs for students in the SJSU service area which extends from South San Francisco and Oakland, to the north, and to Salinas and Greenfield in the south. Attracting and retaining tenure-track position has been difficult.

We consistently receive support from the Provost’s office in acquiring new tenure-track positions when needed, getting small amounts of funds for carrying out important program and planning activities and, at the College level, a distribution of funds to carry out our instructional program – usually pro-rated on the basis of the Department’s relative ranking in the percentage of full time equivalent students. The Department has been exceptionally successful over the past five years in receiving outside research and program development grants and/or scholarships for students and faculty when program needs arise, or when new programs are being field tested or new leadership issues addressed, i.e. charter schools, magnet schools, new teacher programs, etc. Our faculty members are considered strong in their teaching and research positions as measured by their success in the University “tenure retention” process. More importantly, our dean and the provost work collaboratively with our Department leadership to give us the position-level and, therefore, the salary-level necessary to recruit and appoint highly qualified new faculty. This is important because at this level, and in this system, we must recruit and hire not only faculty who have the advanced degrees, but equally important men and women who have had strong and exemplary experience in school administration, school leadership and research. These candidates are usually older and more mature comparatively, thus making the fact that we can bring them in at the associate level critically important. In recruiting faculty, we strive to search for men and women who have excellent academic records and proven success in working closely and integrally with some of the most innovative, cutting edge programs in the nation.

Full-time faculty members for 2007-2008 have held a wide-range of positions within and without our formal education system: including school principal, district superintendent, assistant or associate superintendent, president of a school board, national or regional consultancies, and teacher. Among the areas of expertise and published works are books and articles in teacher leadership, peer coaching, school reform, college reform, leadership for equity, school law and finance, special education, statistics, research and joint Ed. D. programs.
Being a California state university, we are not endowed with substantial sums of money over and beyond the salaries and other basic instructional costs associated with graduate-level higher education programs, but we have adequate resources:

- To carry on our classes in good to excellent classroom settings;
- to coach and supervise our fieldwork students and interns on a regular and individual basis; and
- with careful use of outside funding through grants and or other supplementary funds, attend some of the more important professional local, state and national meetings.

Moreover, if and when it is appropriate, and we have the resources, it is Departmental policy to supplement the travel costs of students who have been selected to present at some of these meetings.

**Program Highlight**

*For instance, three of our students have been selected to give presentations on their experience in the SJSU Administrative Leadership Program at the Fall Forum of The Coalition of Essential Schools in Boston, ME, in January of 2006. Moreover, at the September 13 Department meeting, it was moved and seconded, and approved, that the Department would provide $1200 for each student to defray travel expenses.*

**Coordination**

The Educational Leadership programs are in one of eight departments in the School of Education. The department is currently chaired by Dr. Noni Reis who has 40% allocated for chair time and 60% as faculty time. The chair coordinates the programs with full time faculty, cohort coordinators who are responsible for each assigned cohort. At the present time, Dr. Stephen Kay coordinates Tier 1 program; Dr. Noni Reis coordinates the Salinas cohorts; Dr. Marsha Speck coordinates the Urban High School, and Charter School cohorts; Josette Winkler coordinate the Santa Cruz and Pajaro cohorts; Professor Pat Stelwagon coordinates the East San Jose cohort; and Margaret Bonanno coordinates the Tier 2 program.

**Admission**

Admission for the program is consistent with the policy and regulations of the California State University (CSU) system. University and system-wide databases are synchronized intra-university with the People Soft Management MIS System. In addition to the CSU admission requirements established for all graduate students, the Department of Educational Leadership follows the CCTC admission requirements (referred to as preconditions) for all students entering the program.

College of Education faculty consistently recruits school leaders for the program in a variety of ways: They may visit them in person, via field-based informational meetings, virtually through the Departmental website, and through talking with superintendents, principals, and teachers in the districts. Students receive printed informational packets and information via handouts at the informational meetings and/or the Departmental website at [http://www.sjsu.edu/edleadership](http://www.sjsu.edu/edleadership). Held in conjunction with field-based supervision activities, faculty receives reimbursement for travel costs to carry out these recruitment activities.
All potential students apply online to the CSU system, designating the University within
the System and program they wish to enter. For the graduate students, original transcripts and
application fees go directly to the Office of Graduate Studies along with the online application.
Simultaneously, new students seeking status in the administrative leadership program, are
required to submit five documents (or evidentiary papers) to the Educational Leadership
Departmental office. These are:

- **One letter of recommendation from a current work supervisor,**
- **proof of having passed all parts of CBEST before receiving their credential,**
- **proof of a current teaching credential**
- **proof of at least 3 years of successful teaching experience, and**
- **an Admissions Essay.**

**Tier 2 candidates must also include a copy of their Tier 1 credential.**

Faculty read, and score (rank) all admissions essays following a faculty-created writing rubric. They also read the letter of recommendation.

Graduate Studies receives the transcripts, scans them into a website, and transmits calculated GPAs to the departmental chair electronically. If the GPA is 3.0 or above, and if the reference letters and admissions essay rating are approved, along with verification of successfully passing the CBEST, and the holding of a current and valid teaching credential are in order, the student is admitted electronically by the chair.

In special cases, and upon appeal, students may be admitted conditionally with a GPA between 2.5 and 3.0. Conditionally admitted students must have their work reviewed at the end of the first semester to ascertain if they are maintaining a 3.0 GPA once in the program.

**Advising**

Initial advising for each student is the province of the departmental chair and/or the cohort coordinators. The student’s initial professor for the paired introductory courses, EDAD 200 The School Administrator as Manager and Ed Ad 201 The School Administrator as Leader, is the student’s secondary advisor. All full and part time faculty members work closely with students as advisors in their cohorts, in each class for which he or she is the instructor, and with students in general. Faculty members are available for advising for 12 months during posted office hours, by appointment, before and after classes at on-campus and off-campus sites, and by email and phone. All faculty members, including the departmental chair, are available for advising and problem solving almost 24/7 to students by email. Given the heavy loads our students carry with their teaching, their graduate studies, fieldwork, and their family responsibilities, this medium of communication is heavily used.

**Curriculum**

The curriculum for the Educational Leadership programs has been designed by faculty collaboration to meet the CCTC standards, the California Professional Standards for Educational Leaders, and the Vision of the Educational Leadership department, the requirements of the College of Education and San Jose State University, and the accreditation requirements of The National Council for the Accreditation of Teacher Education (NCATE).
Because graduate education is expensive and time consuming, and because our students are nearly all full-time teachers or administrators, we strive to organize our curricula and class activities in the most efficient manner possible—classes that meet in the early afternoon and evening only one day a week and perhaps one Saturday a semester so that the required number of “classroom contact hours” can be met, classes that meet “out” in the field rather than only on campus, and cohort program activities where three or more students from a school will take the program together, thus making the overall logistics of the program more efficient. For instance, communication is simpler, more effective and clear, supervision is more concentrated, study materials and study sessions made easier for the students, etc. We know from regular and consistent feedback, that the students appreciate this aspect of the program very much.

The curriculum, based on the standards set by CCTC, NCATE and the exigencies of the “now” generation of public education, is designed so that students can take 6 units per semester for two years for Tier 1 and 12 units per semester for the two-semester Tier 2 program.

**Tier 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Ad 200</td>
<td>3</td>
<td>Administrator as Manager</td>
</tr>
<tr>
<td>Ed Ad 201</td>
<td>3</td>
<td>Administrator as Leader</td>
</tr>
<tr>
<td>Ed Ad 202</td>
<td>6</td>
<td>The Educator: Curriculum, Assessment,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instruction, and Research</td>
</tr>
<tr>
<td>Ed Ad 203</td>
<td>3</td>
<td>Human Resources Leadership</td>
</tr>
<tr>
<td>Ed Ad 204</td>
<td>3</td>
<td>Legal and Fiscal Leadership</td>
</tr>
<tr>
<td>Ed Ad 205</td>
<td>3</td>
<td>Leader in the Community</td>
</tr>
<tr>
<td>Ed Ad 206</td>
<td>3</td>
<td>Advocate for All Students</td>
</tr>
<tr>
<td>Ed Ad 242</td>
<td>12</td>
<td>Field Experiences</td>
</tr>
</tbody>
</table>

**Tier 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Ad 270</td>
<td>2</td>
<td>Assessment and Induction</td>
</tr>
<tr>
<td>Ed Ad 275A</td>
<td>2</td>
<td>The Successful School</td>
</tr>
<tr>
<td>Ed Ad 275B</td>
<td>6</td>
<td>Improving Schools</td>
</tr>
<tr>
<td>Ed Ad 275C</td>
<td>2</td>
<td>Socio-Economic and Cultural Diversity</td>
</tr>
<tr>
<td>Ed Ad 275D</td>
<td>2</td>
<td>Economics and Politics of School</td>
</tr>
<tr>
<td>Ed Ad 285A</td>
<td>10</td>
<td>Advanced Field Work and Coaching</td>
</tr>
</tbody>
</table>

Feedback from the two Advisory Boards and all students who complete the programs is collected each spring. Faculty categorize and review the feedback each and discuss appropriate changes to the curriculum, based on this data and any changes in state or university regulations as well as the faculty’s own current research and experience. (See the comprehensive discussion on this topic in Standard 4, below.)

**Instruction**

Faculty members of the Educational Leadership Department collaborate regularly on all matters of classroom instruction and student advising. In addition to student and Advisory Board input and feedback, faculty continuously review and share on a regular basis, current research, their own instructional practices, and the reality and cultural environments of schools with which they work closely in order to make sure that the design of the curriculum and the delivery of instruction are a composite of theory, research, and best practice as they prepare school leaders for the 21st century.
Six years ago (Spring of 2002) the departmental chair, with faculty agreement, instituted the practice of each instructor for each semester making a course binder with all agenda, materials, articles, assignments, assessments, and examples of graded student work. This practice was started in large part as a convenient way to introduce new faculty and adjunct professors to course curricula. The binders now serve a dual purpose of inducting new instructors and as a continual revision of each faculty member’s own work for each course, so that teaching never becomes static.

During the last three years, collaborative teams of faculty, both full and part time, have been established to work on each pair of courses and Ed Ad 202. Each team has a convener or coordinator from among the faculty teaching that course that semester. Each semester, each full and part time faculty member who teaches each paired course or each course, meet as a team the semester before and review the syllabus, the course reader on CD, the course binders, the designed learning experiences, the texts and articles, the assignments, the assessments, and the products. Each team then produces a common syllabus which individual faculty members customize to their own cohorts. The course reader CD is distributed to all students taking sections of that course or paired courses. Faculty teams meet periodically during the semester to review student work, the success (or problems) of designed learning experiences, the calibration of grading, the assessment rubrics, and then. Collaboratively, work on necessary changes for next year. We take this collaboration seriously as it improves our teaching and models best practice for our students.

Collaborative faculty teams for 2007-2008 are Ed Ad 200-201, and Ed Ad 202 convened by Dr. Stephen Kay; Ed Ad 203-204 are convened by Dr. Arlando Smith; Ed Ad 205-206 are convened by Dr. Arlando Smith; and Tier 2 curriculum is convened by Margaret Bonanno.

Field Experience

Each Tier 1 credential student is required to take 12 units of Ed Ad 242 field work during her or his second year. Interns are required to take two field work as soon as they are assigned administrative positions in order that they may have earlier, closer, and more constant coaching as all of these students are full time or part time administrators in management positions. All full time faculty members supervise at least one section of field work, consisting of 12 students. Each field work supervisor meets monthly with his or her group for group support meetings and problem solving. Each field work student also has a school or district work supervisor as an advisor and mentor.

For 2007-2008, the Department employed 34 adjunct faculty employed part time by the Department. Of these 34, ten work exclusively as field work supervisors, 12 as academic course instructors, and 12 as both instructors of academic courses and field work supervisors.

For Tier 2 students take 10 units of field work and work with a field work supervisor who is also his or her expert coach. Each Tier 2 student has a district administrator assigned to him or her as mentor. Each student meets regularly once every three weeks with the expert coach and district mentor for field work, individualized assignments, and problem solving. Each expert coach meets with his or her group in monthly group support meetings called Fieldwork Regional Meetings.

Each field work supervisor is evaluated each year in a formal observation by the departmental chair or cohort coordinator. Student surveys and evaluation of field work
supervision are collected each semester from each student and used as part of the faculty member’s annual formative evaluation.

Program Highlight

*An example of this appreciation is seen in the statement by one of our students recently:* “The entire field work experience was extremely beneficial and I appreciated the collaboration between my District mentor and the SJSU advisor. There aren’t really very many opportunities for me to discuss my own professional growth with two colleagues at my school site whose opinions I value. I know they will both continue to serve as mentors for me. In each meeting we covered the required topics as progress on the PDAP and Change Matrix, but it was also a time to share frustrations, dialogue about current issues and receive positive feedback.”

Opportunity for Students to Work with Faculty

Students in each cohort have ample opportunities to work with both full and part-time faculty during the four semesters of their programs. Each full-time faculty also supervises at least one section of field work, which promotes a stronger connection between academic courses and the practical world of administering schools.

Our students are frequently exposed to national and/or state renowned guest lecturers across the full curriculum spectrum of school leadership topics. For example, we have had presentations or colloquia with experts in the fields of differentiated instruction, assessment, leadership for equity, law and finance, special education, and politics, just to mention a few. Guest lecturers during the past few years have included national and international experts such as Deborah Meier, Edmundo Norte, Glenn Singleton, and Gary Bloom.

Each cohort’s program is delivered by a team, or a combination of full time faculty and part time faculty, all of whom are recognized leaders in the local communities and in their fields of expertise. Our students therefore have targeted opportunities to work with the best of the current educational leaders, college professors each of whom is adept in theory and practice.

Library and media

In August 2003, San Jose State University opened the Dr. Martin Luther King, Jr. Library. This new library serves both the town of San Jose and the University. It took four years and $117.5 million to build. The new library has 1.2 million volumes and a capacity of 2 million. It has 475,000 square feet of space and 3, 600 seats along with study rooms and lecture rooms. Since its opening in August 2003, the library has served one million visitors per year. It is the largest and most modern library west of Mississippi and won an award in spring 2004 as the top library in the United States.

Program Highlight

*Students and faculty in the Educational Leadership program have full on-line and in-person access to all library resources. Students in the first semester and in Ed Ad 202 have one class in person in the new library to become acquainted with its multiple resources in person.*
Computer Facilities

Computer facilities are adequate for the delivery of instruction in the Department. Two years ago the Educational Leadership faculty took the lead in learning wireless teaching and learning techniques when one classroom was cabled wireless. Each faculty member underwent 15 hours of wireless instruction training, and now all faculty utilize wireless techniques. We have the services of the University Wireless Project Director for training and problems as well as three wireless technicians. Computer labs are also available for other projects in Sweeney Hall. Two part time College of Education technicians are available for office and instructional technology problems for limited hours.

Because of the collaborative teams of faculty who design each course together each semester, faculty constantly email each other to share and revise syllabi, share lesson plans and PowerPoint presentations, and share examples of learning experiences and assessment rubrics. Messaging among faculty is 24/7, twelve months of the year. Faculty meets for a whole day retreat at the beginning of each semester and for two days at the end of each semester to review work and plan for the next semester of teaching. Faculty meets once a month for business, and collaborative teams meets about once every two weeks during the semester.

Support Personnel

The Department of Educational Leadership has a 40% departmental chair, one administrative assistant who acts as an office manager, and two part time student assistants.

Equipment and Classroom Space

Each faculty member is equipped with a wireless laptop computer through the University Wireless Laptop Project if she or he is a Macintosh user. Any adjunct who has met the 15 hours of required training for wireless instruction also receives a Mac wireless laptop. If the faculty member is a PC user, the Department itself purchases him/her a wireless laptop computer.

Classroom space in the education building Sweeney Hall is limited, especially since all of our faculty now uses wireless laptops in their teaching and learning with students who also are required to have wireless laptops. Several years ago, due to limited classroom space and the convenience of cohorts from specific districts, our Department began teaching cohorts for the entire two year program with full time faculty off campus.

For the 2007-2008 academic year, we have thirteen cohorts, two have classroom space in the educational building on campus and eleven meet in space provided by county offices, district offices or schools. The three cohorts which meet on campus are Tier 1 year one, Tier 1 year two, and Tier 2. The nine cohorts which meet off campus are Salinas 1 and Salinas 2, Urban High School, Eastside, Charter Schools, Pajaro, Santa Cruz, Gilroy-Hollister, and East San Jose.

Each full time faculty member shares an office space with another faculty member, and the furniture is consistent and dated with an education building which was built in 1961.

Summary of Standard 2.

Being a large University within the CSU system, SJSU has the resources to carry out an excellent graduate program in school administration. Being fully qualified through NCATE, and bound to the rigorous standards for admission, selection and level of faculty required, we have shown that our students receive a high quality of education scripted within the collaborative
efforts of many persons – administrators, school boards, advisory groups, consultants guest lecturers, etc.

**Standard 3. Faculty**

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty members reflect and are knowledgeable about cultural, ethnic, and gender diversity. The program sponsor provides support for faculty development, and recognizes and rewards outstanding teaching. The program sponsor regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

The Department of Administration and Higher Education has set rigorous standards for tenured and tenure-track faculty. For the college, a Ph.D., Ed.D. or its equivalent is required for all faculty applicants, and for the program of administration, recent experience in school administration is imperative. Thus, all faculty in the program have a high level of academic preparation plus successful experience in both teaching and public school administration. The academic preparation of our faculty is shown below in Table 3.1

**Table 3.1 Academic Preparation of Full Time Faculty at SJSU**

<table>
<thead>
<tr>
<th>Professor</th>
<th>Universities Attended</th>
<th>Degree(s)</th>
<th>Professional Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arriaza</td>
<td>University of California, Berkeley</td>
<td>Ph.D.</td>
<td>Senior Associate, Bay Area Coalition of Schools, Associate Researcher, California Tomorrow</td>
</tr>
<tr>
<td>Kay</td>
<td>University of California, Santa Barbara Pepperdine University</td>
<td>BA/MA Ed.D.</td>
<td>School Board Member, Teacher, Principal</td>
</tr>
<tr>
<td>Reis</td>
<td>University of California, Santa Cruz San Jose State University of La Verne</td>
<td>BA MA Ed.D.</td>
<td>Teacher, Professional Development Coordinator, New Teacher Advisor, Teacher Education Pre-Service Supervisor, Elementary School Principal (Professional Development School), Consultant CREDE, NEA, Springboard principal coach on leading for equity</td>
</tr>
<tr>
<td>Smith</td>
<td>University of La Verne</td>
<td>Ed.D.</td>
<td>High School Principal, District Director, Consultant West Ed, systemic reform and school district consultant, new principal coach</td>
</tr>
<tr>
<td>Stebbins</td>
<td></td>
<td>Ed.D.</td>
<td>Middle School Principal, new principal coach</td>
</tr>
<tr>
<td>Stelwagon</td>
<td>University of Alaska, Fairbanks</td>
<td>MA</td>
<td>Interim Superintendent, Deputy Superintendent, Principal, Berryessa Union School District, San Jose, Ca. Co-Director, LEAD Center Teacher: Washington, California, Alaska</td>
</tr>
</tbody>
</table>

As illustrated above in Table 3, the full-time faculty for 2007-2008 have held a wide range of positions in our formal education system including school principal, district superintendent, national or regional consultancies, pre-service, induction and new principal mentors, district positions, school board member and teachers. Faculty vitae are presented in Part II of this report.
To complement and enrich this profile, practicing school administrators from the region are hired to teach selected courses when enrollments allow. In the last few years part-time faculty have included:

Dr. Bill Barr, Superintendent of Schools for Monterey County (Retired)  
Dr. Leo St. John, Former Superintendent of North Monterey County School District  
Georgia Grijalva, former Assoc. Superintendent of Pajaro Valley Unified School District  
Margaret Bonanno Former Assistant Superintendent, Alum Rock School District  
Gerry Chartrand, former Associate Superintendent in Campbell School District:  
Patrick Day, High School Principal  
Dr. Judith Demko, former Assistant Superintendent in Oak Grove School District  
Pola Espinoza, Assistant Director of Migrant Education, Pajaro School District  
Stephen Fiss, Superintendent of Discovery Charter School  
Alejandro Hogan, Assistant Superintendent in Salinas High School District  
Robert Lowry, former Assistant Superintendent In Campbell School District  
Paul Perotti, Former Superintendent of Santa Clara Unified  
Pat Stelwagon, Former Deputy Superintendent of Berryessa School District  
Carl Zon, High School Principal  
Will Ector, Director of Person, Evergreen School District  
Dr. Ramon Martinez (Retired), East Side Union High School District administrator  
Patty McDonald, Principal, Berryessa Union School District  

Additionally, other Adjunct Professors are well known in their content areas. For example, both Glenn Singleton and Enid Lee are national consultants in the areas of leading for equity and addressing issues of race and class in education. Another Adjunct Professor, Gary Bloom, is Co-Director for the nationally renowned New Teacher Center at the University Of California, Santa Cruz. Dr. Christine Sleeter is a national scholar in the field of multicultural education. Dr. Gini Matute-Bianchi is a well established research in the field of education.

Faculty develops the semester schedule collaboratively. Courses taught are based on academic preparation and experience related to the particular course. Faculty teams, composed of members who teach all sections of a course or pairs of courses, collaboratively plan for the course, write a common syllabus, review successful learning experiences and calibrate rubrics and grading. All courses have been taught by at least two of the five full-time department members. Each full-time faculty member teaches two classes or three academic courses per semester and supervises in the field an equivalent amount of time in either the tier 1 or tier 2 program.

Faculty has published experiences in teaching in the program through articles in various professional journals in a broad range of topics: Tier 2, peer coaching, selection of new
administrators, leading for equity, principal preparation, English language learners, best practices, professional development, and teacher leadership. Articles and books are presently being written by our faculty on leadership for equity, teacher leadership, and tools for change. Faculty vitae are presented in Part II of this report.

Faculty maintain their currency as professionals through intensive collaboration, calibrating rubrics for students work, using feedback and surveys for changing the program, reading, networking, conference/workshop presentations and attendance, writing, consultation with regional school districts and through fieldwork supervision. This kind of professional activity can be seen Part II of this report in the Faculty vitae section.

The educational leadership faculty strives to model equal employment recruitment and hiring practices by adhering to rigorous affirmative action search processes as required by the CSU system, and monitored by the University’s Affirmative Action and Equal Employment Personnel office. An excerpt from SJSU’s policy on affirmative action recruitment is given below:

It is the purpose of the presidential directive to assure that San Jose State University (SJSU) continues to comply with all federal and state legislation and California state university policies regarding unlawful discrimination. San Jose State University is committed to creating an atmosphere in which all persons and groups can work and study free of unlawful discrimination.

This policy plays out in the following manner – a flowchart of the SJSU recruitment process.

<table>
<thead>
<tr>
<th>I.</th>
<th>VII.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department creates 5-year plan (e.g., Dept. Personnel/Planning Committee)</td>
<td>Conduct Recruitment</td>
</tr>
<tr>
<td>- Who is retiring/resigning?</td>
<td>- Receive and process applications</td>
</tr>
<tr>
<td>- Who do you currently have in department?</td>
<td>- Confidentiality (vitae ONLY to non-committee members)</td>
</tr>
<tr>
<td>- Skills you need to enhance the programs?</td>
<td>- Review applications (pool diversity, pool size, resource/budget limitations)</td>
</tr>
<tr>
<td>- Developmental or growth areas?</td>
<td>- Dean reviews pool to determine continue/discontinue of the search</td>
</tr>
<tr>
<td>- Create Announcement of Position Availability</td>
<td></td>
</tr>
<tr>
<td>- Other appropriate forms</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.</th>
<th>VIII.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Approval from FA</td>
<td>Screening of Applicants</td>
</tr>
<tr>
<td>- Letter to Dean, Department Chair</td>
<td>Optional Methods:</td>
</tr>
<tr>
<td>- JRN Assignment Form</td>
<td>- Discipline - specific conferences</td>
</tr>
<tr>
<td></td>
<td>- Telephone interviews</td>
</tr>
<tr>
<td></td>
<td>- Paper screening</td>
</tr>
<tr>
<td></td>
<td>- Decision to bring finalists to campus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III.</th>
<th>IX.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elect a Department Recruitment Committee (see S98-8, III. General Procedures, A., #2)</td>
<td>Campus Visit</td>
</tr>
<tr>
<td>- Minimum of three (3) tenured full-time faculty members</td>
<td>- Invite finalists</td>
</tr>
<tr>
<td>- At least five (5) faculty members in committee</td>
<td>- Prepare agenda template (SAME FOR ALL VISITS)</td>
</tr>
<tr>
<td>- Probationary faculty may be nominated; send names on memo from Chair, via Dean, to AVP/FA for approval.</td>
<td>- DETAILS: flight, hotel, pick-up, campus tour, library tour, meet department recruitment committee, teach a class, meet w/ students, lunch, lecture, meet Dean + Associate Dean, tour facilities, open forum, exit interview by chair/director, dinner (optional)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As a result of this practice and policy, the sex and ethnic makeup of the 2005-06 program’s faculty is representative of the administrators and educational leaders serving in schools and districts in the university’s service area.

Of the five full time tenure track faculty members, two are white or Caucasian, one is of Mayan descent, one is a Latina and one is African American. The faculty is comprised on one female and four males. As appropriate, and whenever possible, this ethno-gender profile is strengthened by hiring leaders of diverse ethnicity to teach as adjunct professors or part time faculty.

**Faculty Evaluation**

The SJSU Administration Program strives to continually evaluate the quality and effectiveness of its instructional program. This is done in a variety of ways. A representative but not complete series of examples of how this is done illustrated by the following means

- a) all courses, including fieldwork, are regularly (every semester) evaluated via student surveys, questionnaires or other kinds of course related evaluation instruments.

- b) by colleagues, peers and administrative personnel;

- c) at SJSU effectiveness in teaching assignment counts as 50% of the criteria for retention, tenure and promotion;

- d) assessment and analysis via discussion and continuous review by the Program’s field-based advisory board;

- e) Regular and rigorous NCATE and WASC accreditation reviews.

With respect to instructional effectiveness and the quality of the learning environment our students receive, the University and College enforce regular evaluations of faculty performed via a standardized course evaluation instrument (Survey of Teacher Effectiveness - SOTE, used by all SJSU faculty and programs.) The Administration Program prides itself in being a teaching program first, and a research and development program second. Faculty is aggressively recruited with this criterion embedded deeply in the job description, and faculty are promoted and rewarded primarily on the basis of the quality and effectiveness of their teaching. This is consistent with the mission and purpose of the CSU system, and is what our students demand as they strive to prepared themselves for leadership positions. The SOTE instrument is administered in a faculty member’s class toward the end of the semester, collected anonymously, delivered to the testing center and scored electronically. This evaluation instrument breaks instruction down into a number of important “quality of effectiveness” teaching areas. Although not required by the University, we expect each part-time faculty member to administer the SOTE; this offers us valuable feedback on the teaching effectiveness of the part-timers. In addition, each part-time faculty member is observed at least once by a full-time faculty member. Each faculty member as well as the Division head received copies of the final tabulated analyses for review and evaluation.
These reviews have a number of important purposes:

a) They provide direction and purpose to faculty development programs at SJSU aimed at improving instruction and strengthening an instructor’s teaching style; b) they are critical and necessary in evaluating probationary staff members in their promotion and tenure review procedures are rigorous, broad based, interdisciplinary and thorough, and “teacher effectiveness” is consistently and widely supported as being a major and critical variable for retention/promotion.

In fieldwork, students evaluate their advisor’s performance through an instrument developed by our faculty. Two major criteria are used in assessing a faculty member’s progress toward tenure:

a.) **Effectiveness in Academic Assignment** –
   1) effectiveness in teaching and
   2) service to students and the University;

b.) **Scholarly or Artistic or Professional Achievement** –
   1) research, publications, reviews, technical reports, etc. And
   2) grants and service to the community.

With respect to special recognition for faculty, the University has a number of special citations, and/or reward outstanding teaching and/or research. This is carried out in such ways as early tenure or promotion, cited University-level teaching awards, fellowships, sabbaticals, merit pay (on occasion) and special recognition at student and faculty events.

**Summary of Standard 3**

Addressing the cited criteria for Standard 3, the following summary of main points is presented below:

<table>
<thead>
<tr>
<th>3(a) How effectively does the program sponsor ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?</th>
</tr>
</thead>
</table>

The department of Educational Leadership has taken great care in hiring faculty members who have a wide base of experience and expertise. All of our fulltime faculty has had experience at the school or district administration levels, all have had advanced education in leadership, organizational theory, school finance and school law, curriculum and human resource administration. Some faculty, through their writings and research have focused more on one or two components of educational administration, thus they are assigned classes in those areas. The School supports our faculty in attending national and state conferences that address leading issues in education so that they can keep up with the new knowledge bases and practices.

<table>
<thead>
<tr>
<th>3(b) How does the program sponsor develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?</th>
</tr>
</thead>
</table>
As illustrated in Graphic 3.1 above, the Department adheres closely to the CSU guidelines, policies and procedures required for nationwide searches for new faculty. We are required to open every new position to this process, and believe that we have been able to recruit and hire some of the most qualified men and women available at the time. On all hiring committees we include practitioners including former and current students.

3(c) How does the program sponsor ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?

Every faculty member goes through a rigorous “tenure-promotion” process that requires a number of “professional growth and knowledge” on their part. The promotion process roughly has three basic foundations: a.) writing, recognition or commendation in one’s field of expertise; b.) research, publication or state/national recognition for scholarly activities in the area, and recognized field-based professional activities, and/or consultancies with local school districts, schools, teacher groups, etc. Part and Parcel of this third activity is the expectation that our faculty will “get involved” with school activities that take place in the real world, with student and ethnic groups that are representative of our service area. Much of this is done naturally with the contact our faculty makes during the regular supervision activities, but the University recognizes service beyond this level for promotion and tenure support.

In addition, we take our theme “building equity in diverse communities” seriously. We regularly talk about how these issues affect schooling and school leadership, we share lessons and speakers that we use in classes, and most importantly, we hold each other accountable to stay current and to reflect deeply.

When hiring adjunct faculty to teach and/or supervise fieldwork, we recruit the most outstanding current and recent educational leaders in our region. As a department, we discuss each potential adjunct faculty member and agree as a department that this person will add to our department. The list above of adjunct professors is extensive and impressive.

3(d) How well does the program sponsor follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?

Every faculty member, fieldwork supervisor and/or instructor is evaluated each semester in each course by both the students and the administration of the School of Education. Students are asked to fill out a course evaluation schedule in each class for each instructor. These are carefully tabulated at the University level and placed in the personnel file of each instructor. The Chair has the responsibility to talk with any professor who may have received a low score on these SOTE evaluations. Moreover, the Department monitors every professor by classroom visits or interviews as necessary, and those faculty on the tenure-promotion track are visited at least once each semester by senior faculty during this process.

3(e) What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?
See the material above. The procedures are consistently followed, all faculty are required to go through the rigorous tenure-promotion process for a period of 4 to 6 years, and where someone has failed to meet the University and School criteria for promotion and/or tenure, the professor has been asked to leave. We do not invite back adjunct faculty who do not teach well and coach well. We review formal evaluation results carefully and actively solicit other input from students.

3(f) **How does the program sponsor recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?**

The University must administer all its “academic promotion” activities and accolades in accordance with the CSU and California Faculty Association contract. Within this contract are avenues for a Dean or College President/Provost to honor an outstanding professor with a “Distinguished Teacher” award or fellowship that recognizes outstanding service. And, where necessary, acceleration in the promotion process is possible for faculty members who have proven to be really outstanding in their service, teaching or research. Most of our faculty are hired at the associate professor level, and have a number of steps in that level to move up and then into the full professorship level. These steps are tied to remuneration, so a faculty member who is promoted also is rewarded financially.

At our fall and winter College of Education opening faculty meetings, Dean Susan Meyers recognizes outstanding contributions to the College and community. In recent years Drs. Speck, Krovetz, Arriaza, Kay, Smith, and Professors Chartrand and Stelwagon have been recognized.

3(g) **How does the program sponsor ensure that all faculty members (full time and part time) have access to adequate resources for their professional development, including resources to support research, curriculum study and program development?**

The University and School of Education does the best it can in providing adequate time and resources to faculty – full and part-time – to carry out their professional activities. For all new faculty, the teaching load is reduced 20 percent to let them “get their feet on the ground” and get settled in. This seems to be a major factor in the success of many young faculty, as it gives them a little breathing room to carry out their research, writing and other professional activities.

The program sponsor regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Characteristics of the Assessment Plan

- Assessment plan is linked to the conceptual framework
- Assessment plan is synergistic
- Multiple measures are planned in a systematic manner
- The system includes measures created, reviewed, and/or scored by specialty professionals external to the program
- Assessment system is clearly delineated
- Assessment methods are comprehensive and rigorous

Policies and procedures for gathering, using, storing, and reporting data

- System includes structure and procedures for sampling, analyzing, summarizing, and reporting aggregated results
- Assessment system fosters use for individual candidate and program improvement
- Mechanism for improvement

Characteristics of Evidence

- Planned, purposeful, and continuing evaluation
- Scope of Assessment and the Domains of Educational Leadership

Quality Assurance Processes

- Program View of Quality Assurance
- Measuring Factors

Tasks Associated with Quality Assurance

- Conduct data gathering and formal review of data
- Assess candidates, faculty, and program components
- Align with California Standards for Educational Leaders
- Implement changes based on data
- Measurement of variables
- Record keeping and reporting
Overview

The SJSU Educational Leadership faculty are use an assessment system that: a.) collects and analyzes data on applicant qualifications; b.) candidate and graduate performance, and c.) our unit operations to evaluate, revise and improve the Educational Leadership programs and the department. The graphic below indicates how each component of the programs mesh to interlock and provide feedback and continuous improvement.
Figure 2.1. Graphic Overview of Educational Leadership Assessment Plan

Educational Leadership Assessment Components

- Graduating students’ exit Program Evaluation essays
- Course work Faculty Student evaluations SOTEs
- Field Work Supervisors, District Mentors, Advisors
- Advisory Boards District Partners Community Experts
- Graduates Employers
- College of Education Graduate School University

Educational Leadership Program Revision and Improvement
Assessment involves gathering, analyzing, interpreting, evaluating, and decision making. It is a data intensive effort that is designed to know well how well you are doing, and where improvements should be made. Its focus is on student learning and student success, and data are collected from: courses, faculty, curriculum, field work supervisors, mentors, our department’s North and South Advisory Boards, district partners, graduates, the SJSU Graduate School, the SJSU College of Education and the University as a whole. Indeed, it is a comprehensive and ongoing process.

The following table provides information on data sources, the type of data collected, timelines for collection, and the use(s) of the data.
Table 2.2 Overview of Educational Leadership Evaluation: Types of Data Collected, Time Frames, and Data Uses.

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Type of Data Collected</th>
<th>When Data are Collected</th>
<th>Use(s) of Data</th>
</tr>
</thead>
</table>
| STUDENTS - Admission | • Application  
• Transcripts  
• Letter(s) of reference  
• Statement of purpose  
• Teaching credential (copy)  
• CBEST score (copy)  
• Admissions essay  
• Tier 1 credential (for Tier 2 admission only)  
• TOEFL (international students only) | • Prior to admission  
• Prior to admission  
• Prior to admission  
• Prior to admission  
• Prior to admission  
• Prior to admission  
• Prior to admission  
• Prior to admission | • Admission decision  
• Admission decision  
• Admission decision  
• Admission decision  
• Admission decision  
• Admission decision  
• Admission decision |
| Prerequisite courses | • Writing sample  
• (in Ed Ad 200 or Ed Ad 270)  
• Major assignments to meet CA standards,  
• Class assignments, projects, Essential Questions essays | • During first course of Tier 1 or Tier 2  
• Measures set by faculty for meeting standard in each course  
• On going during course work | • Graduate School requirement for candidacy  
• Student mastery of course objectives, meeting California Standards for Educational Leaders, CTC standards  
• Course revision |
| Candidacy | • Completion of writing competency and approved program course work | • When candidacy is filed, 2 semesters before anticipated award of MA | • Graduate School requirements are met, student has course work completed for approved program  
• Course revision |
| Field Work  
Ed Ad 242  
Ed Ad 285A | • Monthly progress reports recorded  
• Portfolio, final progress summary  
• Ed Ad student evaluations of field work supervisors | • At the end of each semester  
• At end of program  
• At end of program (mailed to Chair) | • Students’ ability to apply theory to practical experience and meet standards  
• Students’ ability to perform at work site  
• Program revision  
• Field work and program revision |
| Capstone course  
Ed Ad 253 | • Action Research Project | • At end of degree program | • Students’ mastery of research requirement, approved ARP by 253 professor |
| FACULTY  
Before hiring Each | • Vitae  
• Student Opinions of Teacher Effectiveness | • Before hiring and thereafter, career-long | • Hiring decisions, promotion and retention decisions |
<table>
<thead>
<tr>
<th>Semester</th>
<th>(SOTES)</th>
<th>At end of each semester per course</th>
<th>Course revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>Faculty Activity Report (FAR)</td>
<td>October</td>
<td>Program revision</td>
</tr>
<tr>
<td></td>
<td>Dossier</td>
<td>Annually in probationary years and at promotion time</td>
<td>Career decision points</td>
</tr>
<tr>
<td></td>
<td>Written and verbal feedback</td>
<td>Faculty meetings, course planning meetings,</td>
<td>Pay increases</td>
</tr>
<tr>
<td></td>
<td>Peer Review observations</td>
<td>Individual meetings</td>
<td>SSI</td>
</tr>
<tr>
<td></td>
<td>Chair observations</td>
<td></td>
<td>Retention, tenure, and promotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program revision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluations</td>
</tr>
<tr>
<td>Periodic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-going</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching CA standards to be measured in each course, set by faculty as a whole</td>
<td>Each semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment numbers</td>
<td>Beginning and End of each semester</td>
<td>Program planning</td>
</tr>
<tr>
<td></td>
<td>Syllabi</td>
<td>Beginning of each semester</td>
<td>Collaborate with Planning Teams for each course: content, equity emphasis, program scope and sequence and 5 themes, alignment with CTC and CPSEL standards</td>
</tr>
<tr>
<td></td>
<td>SOTEs</td>
<td>End of each semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portfolio reviews</td>
<td>End of each semester</td>
<td>Faculty teaching effectiveness</td>
</tr>
<tr>
<td></td>
<td>Action Research readers</td>
<td>End of each student's program</td>
<td>Course revision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Collaborative planning meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program revision, course revision, overall strengths and weaknesses of program</td>
</tr>
<tr>
<td>UNIVERSITY &amp; COLLEGE MEASURES</td>
<td>SJSU Common data sets</td>
<td>Continuously</td>
<td>Enrollment trends, demographics, FTES, FTEF, teaching effectiveness ratings, admission rates, graduation rates, costs, etc.</td>
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<tr>
<td></td>
<td>Graduate School admissions data</td>
<td>Continuously</td>
<td>Numbers of students admitted for program planning</td>
</tr>
<tr>
<td></td>
<td>College of Education</td>
<td>Continuously</td>
<td>Budget, enrollment, salaries, FTES, FTEF, planning, faculty work load, adjunct hiring, faculty publication rate, faculty/student ratio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>People Soft, Data base</td>
<td></td>
</tr>
<tr>
<td>GRADUATES</td>
<td>Annual survey of graduates</td>
<td>End of year</td>
<td>Program revision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course revision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify job openings</td>
</tr>
<tr>
<td>EMPLOYERS</td>
<td>Annual survey of employer satisfaction</td>
<td>End of year</td>
<td>Program revision</td>
</tr>
<tr>
<td>ADVISORY BOARDS</td>
<td>On going discussion and advice on courses, programs, state regulations, and Ed Admission</td>
<td>Once a semester in the North and once a semester in the South</td>
<td>Program revision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Proficiency of graduates</td>
</tr>
</tbody>
</table>
The Educational Leadership Department aims to ensure excellent and equity in all its programs by continual collection of data and revision of the programs based on data analysis and faculty decision making. Since we prepare students to build equity in diverse communities as a major focus of leadership preparation, it is our obligation to ensure that the program itself demonstrates and models equity. Integral to the program are the partnerships developed with schools, districts, and community partners. Formal and informal feedback from employers and interested educational partners is actively sought on a weekly basis. Data are systematically gathered from students, Data are used to make decisions about individual students and each student’s progress in the five theme areas of Educational Leadership established in our Vision statement: Leadership Concepts and Management Strategies, Role of Schooling in an American Democracy, Building Equity in Diverse Communities, Facilitating Collaborative Change, and Inquiry, Learning, Research and Reflection on Practice.

The data are also used to make sure that the Educational Leadership program remains true to the Vision and Mission of the program.

Characteristics of the Assessment (Program Evaluation) Plan

The assessment plan for the Educational Leadership Department has evolved over a number of years and some components are still in the pilot stages. Feedback from many different stakeholders, specifically school and district partners, has always been collected informally and used for program revision. With the growth of the Department from 75 students to over 500 students in the last five years, informal systems which served a small department are now being formalized. The Department relied heavily on Student Opinion of Teacher Effectiveness (SOTE) which the University requires for each course as the formal assessment. However, there is some question about the validity of “opinion” surveys which prompts Departmental design of more effective assessments for its programs.

Formal written program evaluations from each student exiting the program are required as the final Portfolio component, Program Evaluation. However, in reports of program evaluations to the Advisory Boards, it became clear that a quantitative evaluation summary of program components was necessary to supplement the free-ranging Program Evaluation essays now required as part of the Portfolio. Each student essay does not necessarily evaluate each program component, making the qualitative essays skewed on component evaluations for which the student might choose to comment or not. Such a form with a Likert scale was discussed and adopted to be included in the Portfolio package starting in the fall semester, 2006.

Evaluations from students of their field work supervision and group support meetings were begun in 1999. The field work evaluation forms were updated, electronically scanned, and summarized in a new form implemented in the fall semester of 2004. Field work evaluations are now standard practice in the Department.
In the past, surveys of graduates and employers have resulted in a low number of responses, but new on-line surveys were tried for better results in winter 2003. However, the percentage of graduates that we were able to reach via e-mail, was lower than expected because many graduates had changed e-mail addresses since graduation and/or taken jobs in different schools and districts. The solution for getting responses from graduates was a personal letter from the chair with a hard copy of the survey, stating the reasons for collecting such data. The response was returns from a larger number of graduates and employers than other attempts to collect such data. The College of Education in the summer and fall semesters of 2004 sent a general electronic survey with eight items concerning College of Education program satisfaction to graduates. Forty two Educational Leadership graduates responded, the second highest response from the eight College of Education departments.

The most successful assessment of the Educational Leadership program began in the fall of 1999, when the faculty began a cycle of inquiry to ascertain if students were receiving learning experiences which enabled them to meet the many challenges for equity, social justice, and cultural diversity as they became school principals and leaders. The faculty designed an eight item interview and survey with input from both Advisory Boards. In the spring of 2000, eight focus groups were established, co-facilitated by a faculty member and a Board member, to interview graduates and employers. A written survey was mailed to a larger group. Data collected from the focus groups and the written survey were collected, categorized, and analyzed by the faculty and the Advisory Boards. Program improvements were instituted in the fall of 2000. This year-long Cycle of Inquiry, employing survey design, focus groups, and written feedback, brought about the most wholesale revision of the program. As a result of these findings, the Vision statement was written during 2000-2001 by a task force of faculty, stakeholders, partners, graduates, and employers. More importantly, from this inquiry, and the feedback received from graduates, we redesigned the focus for the self-assessment instrument that students complete before and after the program to include a specific emphasis on skills that deal with diversity and equity in educational leadership.

**Assessment plan is linked to the conceptual framework.**

The Educational Leadership assessment plan is linked to the College of Education vision for equity and excellence in preparing educators. We admit students with a wide range of diversity and make special efforts to recruit people of color for the specific shortage of school principals. We have established both the Urban High School Leadership Program and the LEAD Center to meet the needs of urban high schools where the shortage is critical. Our own Vision for Educational Leadership echoes the conceptual framework of the College of Education and the Department and is practiced from the fundamental beliefs that:

- schools are essential elements in an American democracy and that school leaders shape the future;
- every student should have access to an education with excellence and equity and that school leaders are crucial to that access in schools;
- all graduates of the Educational Leadership program should have the knowledge base, skills, attitudes, and beliefs that enable them to become school leaders of faculty, staff, and students who use their minds and hearts well. The dispositions for learning and the habits of mind are continuous themes in each course and in the research components of the program.
• participatory decision making among faculty, Advisory Boards, partners, and stakeholders is essential to model and implement informed decisions that ensure the best use of resources, adherence to standards, most effective program design, and effective course revision.

• educators on all levels – college faculty, adjuncts, school faculty, school leaders, district leaders – should engage in ethical practice in a collaborating community of learners for preparing school leaders for the 21st century.

The departmental assessment plan is designed to infuse equity and excellence in all practices of the department.

Assessment plan is synergistic.

The assessment plan of the Education Leadership Department seeks to measure the knowledge base, skills, attitudes, and beliefs that students acquire during the program as they prepare to become school leaders. The Assessment Plan is broadly based because it includes input from students, faculty, school and district partners, graduates, employers, adjunct and part time instructors, and community partners.

Evidence of the relationship between student knowledge, skills and dispositions, program goals, course objectives, and curriculum content is found in 2.3 Required Courses and Educational Experiences that Emphasize the Five Theme Areas of Educational Leadership and Table 2.4 Five Theme Areas of Educational Leadership and the California Professional Standards for Educational Leaders (CPSEL standards) in Demonstrating Competency in the Exit Portfolio.

Multiple measures are planned in a systematic manner.

The assessment plan of the Educational Leadership Department is an on-going process, designed to make multiple measures of program effectiveness. The plan includes formal and informal formative and summative evaluations. See Table 2.2, Overview of Educational Leadership Evaluation: Types of Data Collected, When Data are Collected, and Data Uses, 2.3 Required Courses and Educational Experiences that Emphasize the Five Theme Areas of Educational Leadership, and Table 2.4 Five Theme Areas of Educational Leadership and the California Professional Standards for Educational Leaders (CPSEL) in Demonstrating Competency in the Exit Portfolio.

Evidence of the use of multiple measures is found in Table 2.5 Alignment between Major Course Assignments and the Five Theme Areas of Educational Leadership and in Table 2.6 Portfolio Contents and the Five Theme Areas of Educational Leadership.
Table 2.3 Required Courses and Educational Experiences that Emphasize the Five Theme Areas of Educational Leadership

<table>
<thead>
<tr>
<th>Tier 1 Theme</th>
<th>Ed Ad 200-201</th>
<th>Ed Ad 202</th>
<th>Ed Ad 203-304</th>
<th>Ed Ad 205-206</th>
<th>Ed Ad 242</th>
<th>Ed Ad 253</th>
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<tbody>
<tr>
<td>Leadership Concepts &amp; Management Strategies</td>
<td>MF</td>
<td>sf</td>
<td>MF</td>
<td>sf</td>
<td>sf</td>
<td>sf</td>
</tr>
<tr>
<td>Role of School in a Democratic Society</td>
<td>MF</td>
<td>sf</td>
<td>sf</td>
<td>MF</td>
<td>sf</td>
<td>sf</td>
</tr>
<tr>
<td>Building Equity in Diverse Communities</td>
<td>sf</td>
<td>sf</td>
<td>MF</td>
<td>MF</td>
<td>sf</td>
<td>sf</td>
</tr>
<tr>
<td>Facilitating Collaborative Change</td>
<td>MF</td>
<td>Sf</td>
<td>sf</td>
<td>MF</td>
<td>sf</td>
<td>sf</td>
</tr>
<tr>
<td>Inquiry, Learning, Research and Reflection on Practice</td>
<td>sf</td>
<td>MF</td>
<td>sf</td>
<td>sf</td>
<td>MF</td>
<td>MF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Ed Ad 270</th>
<th>Ed Ad 275A</th>
<th>Ed Ad 275B</th>
<th>Ed Ad 275C</th>
<th>Ed Ad 275D</th>
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<tbody>
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<td>Leadership Concepts &amp; Management Strategies</td>
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<td>MF</td>
<td>MF</td>
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<td>Role of School in a Democratic Society</td>
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<td>MF</td>
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<tr>
<td>Building Equity in Diverse Communities</td>
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<td>Sf</td>
<td>MF</td>
<td>MF</td>
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<tr>
<td>Facilitating Collaborative Change</td>
<td>Sf</td>
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<td>MF</td>
<td>Sf</td>
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</tbody>
</table>

**MF** = Major Focus  **sf** = Secondary Focus
Table 2.4 Five Theme Areas of Educational Leadership with the matching California Professional Standards for Educational Leaders (CPSEL standards) in Demonstrating Competency in the Exit Portfolio

<table>
<thead>
<tr>
<th>Theme</th>
<th>CPSEL 1</th>
<th>CPSEL 2</th>
<th>CPSEL 3</th>
<th>CPSEL 4</th>
<th>CPSEL 5</th>
<th>CPSEL 6</th>
</tr>
</thead>
<tbody>
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<td>Leadership Concepts &amp; Management Strategies</td>
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<td>x</td>
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<td>Role of School in a Democratic Society</td>
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<td>Building Equity in Diverse Communities</td>
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<td>Facilitating Collaborative Change</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Inquiry, Learning, Research and Reflection on Practice</td>
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</tr>
</tbody>
</table>

Table 2.5 Alignment between Major Course Assignments and Educational Experiences and the Five Theme Areas of Educational Leadership

<table>
<thead>
<tr>
<th>Tier 1 Theme</th>
<th>Leadership Concepts &amp; Management Strategies</th>
<th>Role of Schooling in a Democracy</th>
<th>Building Equity</th>
<th>Facilitating Collaborative Change</th>
<th>Inquiry, Learning, Research &amp; Reflection on Practice</th>
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</thead>
<tbody>
<tr>
<td>Ed Ad 200</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>3 School Leaders Interview</td>
<td></td>
<td></td>
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<tr>
<td>Ed Ad 201</td>
<td>x</td>
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<td>School Board Review</td>
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<td>Ed Ad 202</td>
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<td>x</td>
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<td>x</td>
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<tr>
<td>Understanding by Design Plan, Action Research Plan</td>
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<td></td>
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<td>Ed Ad 203</td>
<td>x</td>
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<td>Staff Development Plan</td>
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<td>Demographic Study</td>
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<tr>
<td>Ed Ad 206</td>
<td></td>
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<tr>
<td>Grant Proposal</td>
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<tr>
<td>Ed Ad</td>
<td></td>
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</tr>
</tbody>
</table>
Table 2.6 Portfolio Contents and the Five Theme Areas of Educational Leadership.

### Tier 1 Portfolio

<table>
<thead>
<tr>
<th>Theme</th>
<th>Leadership Concepts &amp; Management Strategies</th>
<th>Role of Schooling in a Democracy</th>
<th>Building Equity</th>
<th>Facilitating Collaborative Change</th>
<th>Inquiry, Learning, Research &amp; Reflection on Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Résumé</td>
<td>x</td>
<td></td>
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<tr>
<td>Self-Assessment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Goals and Objectives</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Concepts and Management Strategies Reflection 3 Evidences</td>
<td>x</td>
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</tr>
<tr>
<td>Role of School in a Democratic Society Reflection 3 evidences</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Equity in Diverse Communities Reflection</td>
<td></td>
<td>x</td>
<td></td>
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</table>

### Tier 2

<table>
<thead>
<tr>
<th>Theme</th>
<th>Leadership Concepts &amp; Management Strategies</th>
<th>Role of Schooling in a Democracy</th>
<th>Building Equity</th>
<th>Facilitating Collaborative Change</th>
<th>Research &amp; Reflection on Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Ad 270 Professional Development Action Plan</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Ed Ad 275A Test Score Review, Parent Relations</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>Ed Ad 275B Change Matrix</td>
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<td></td>
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<tr>
<td>Ed Ad 275C School Equity Plan</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Ed Ad 275D Analysis of Policy Problem</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Ed Ad 285B Portfolio Future PDAP Analysis of Program</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
3 evidences
Facilitating Collaborative Change Reflection 3 Evidences

Research and Reflection on Practice Reflection 3 evidences x x x x x
Future Goals and Objectives x x
Program Evaluation x

Tier 2 Portfolio

<table>
<thead>
<tr>
<th>Theme</th>
<th>Leadership Concepts &amp; Management Strategies</th>
<th>Role of Schooling in a Democracy</th>
<th>Building Equity</th>
<th>Facilitating Collaborative Change</th>
<th>Research &amp; Reflection on Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume</td>
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</tr>
<tr>
<td>Self-Assessment</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Professional Development Action Plan (P.D.A.P.)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Concepts and Management Strategies Reflection 3 Evidences</td>
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<td></td>
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<tr>
<td>Role of School in a Democratic Society Reflection 3 evidences</td>
<td>x</td>
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</tr>
<tr>
<td>Building Equity in Diverse Communities Reflection 3 evidences</td>
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<tr>
<td>Facilitating Collaborative Change Reflection 3 Evidences</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and Reflection on Practice Reflection 3 evidences</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Future P.D.A.P.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>x</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

The system includes measures created, reviewed, and/or scored by specialty professionals external to the program.

Assessment for Educational Leadership Students Analysis of Students meeting standard in Educational Leadership courses by semester Student Progress for each of four semesters for the two year program

1. Using the Student Learning Outcomes, faculty members have been collecting student performance data since the 2004-2005 academic year. Results from fall 2007 are show below.

2. The faculty collaborated and decided as a group:

   2.1 to require students to meet all of the standards set by the California Commission on Teaching Credentials (CCTC) (also issues administrative
credentials) and standards adopted by the professional association, the California Professional Standards for Educational Leaders (CPSELS),

2.2 to identify which standards were appropriate for which course,

2.3 to identify signature assignments for each course which would be measures one measure of the students meeting the appropriate standards,

2.4 to use common grading rubrics and/or scoring guides for major assignments,

2.5 to retain the J-curve measure for Education Leadership courses instead of replicating the Bell curve, i.e. that students would be required to rewrite major assignments until they all met standard. Therefore the assessment of student progress would be roughly equivalent to grade of A if the student met Standards with the first draft of the major assignment, B or C if the student required one or two rewrites, C or D if the major assignment were late or overdue without plausible reasons. As always, the judgment of the instructor is the final measure.

Results:

1. A template was designed by the faculty to measure student progress in each section of each course.

2. Faculty reports of student progress each semester would use the template to report student progress.

3. End-of-semester reports of student progress an major assignments were reported to the departmental chair for analysis and comparison.

4. This procedure was implemented in the fall semester 2004.
WASC Standard 2: Assessment

Ratings and success rates are listed by major assignments which the faculty identified as the measures for assessing student progress in specific fall 2007 and spring 2008 Education Administration courses.

CCTC Category III: Standard of Candidate Competence and Performance

| Number of students: 398 | Professor(s): Dr. Marsha Speck, Kristyn Klei, Dr. Stephen Kay, Dr. Gary Stebbins, Serigstad, Connie Benton, Donna Vaughan, Pat Stelwagon |

<table>
<thead>
<tr>
<th>Signature Assignments</th>
<th>Total number of students in classes</th>
<th>Met standard with first attempt (A)</th>
<th>Met standard with rewrite (B) or two rewrites (C)</th>
<th>Late or overdue without plausible reason (C or D)</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number who met standard on first attempt</td>
<td>% of total # of students</td>
<td>Number who met standard on second attempt</td>
<td>% of total # of students</td>
</tr>
<tr>
<td>1 200/201: Essential Questions</td>
<td>159</td>
<td>149</td>
<td>93.7%</td>
<td>10</td>
<td>6.3%</td>
</tr>
<tr>
<td>1 203-204: EQs/Personal Values</td>
<td>99</td>
<td>75</td>
<td>75.6%</td>
<td>23</td>
<td>23.2%</td>
</tr>
<tr>
<td>2 205/206: Coherence Report</td>
<td>140</td>
<td>140</td>
<td>100%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 200/201: School Management Plan</td>
<td>159</td>
<td>159</td>
<td>100%</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
**Student Learning Outcomes (SLO)**

Educational leadership students will:

#1. demonstrate skill (attitudes, learning, reflection, insight, action, experience, impact) in promoting the role of schooling in a democratic society by: (a) expressing a clear personal vision, (b) understanding how to facilitate the development of a shared vision through collaboration and collegiality, (c) developing professional ethical beliefs and practices, and by (d) implementing change and reforms based on research and best practices.

#2. understand, respond to, and influence the diversity (racial, cultural, political, economic) of the school community by identifying and addressing positive actions and barriers to achieve the school’s vision.

#3. lead change (attitudes, learning, reflection, insight, action, experience, impact) through theory and practice by: (a) demonstrating a deep understanding of human and organizational change dynamics, (b) managing personal change well, (c) supporting others in the change process, and (d) facilitating the effective use of data to evaluate and review decisions.

#4. demonstrate school leadership and management strategies (attitudes, learning, reflection, insights, action, experience, impact) by demonstrating an understanding of leadership theory/practice and institutional/organizational theory/practice.

#5. be well grounded (attitudes, learning, reflection, insight, action, experience, impact) in his/her own knowledge of learning by (a) utilizing cycles of inquiry, research, reflective practice which demonstrate a personal code of ethics, and productive habits of mind, (b) understanding the impact of attitudes and perceptions in creating positive learning environments, (c) promoting multiple methods and structures that support knowledge (acquiring, integrating, assessing, supporting, extending and refining), and by (d) creating varying approaches to schooling which promotes using knowledge and data meaningfully to improve teaching and learning.

Transition/Program Entry Assessment

1. Each candidate is admitted based on
a. letter of recommendation
b. response to Barth’s quote
c. copy of valid, California teaching credential (copy provided)
d. evidence of having taught three years (or will have taught three years by the end of the program)
e. having passed CBEST (or understanding the CBEST is a requirement for the Administrative Service Credential)

b. grade-point average of 3.0 over the last 60 units
e. admission to SJSU’s graduate program
The two Educational Leadership Advisory Boards (one in the South for Salinas and Monterey County and one in the North for San Jose and Santa Clara County) both serve as program review groups and portfolio review panels. Local superintendents, assistant superintendents, and directors serve as field work placement supervisors and mentors to students in Tier 1 and Tier 2. The Boards serve the major function of program review. Along with the regular full time faculty and the candidate’s work supervisor, the local district officers serve as evaluators of student capacity in the field work placements. Along with full time faculty, they provide summative and formative evaluations of individual student progress on a monthly basis and, with the faculty, provide the final evaluation of the student’s ability to provide school leadership in the 21st century. Along with regular full time faculty, retired superintendents and assistant superintendents comprise most of the field work supervisors in Tier 1 and Tier 2. Their invaluable years of experience and evaluative abilities are priceless and a key ingredient in quality assurance. A sample of the constant feedback between program coordinators, faculty, work supervisors, and superintendents evaluating individual students and the program is found in Tier 2: Field Work Evaluations: Pacheco (located in the Educational Leadership file in document room SH 331).

Both Boards are comprised of practitioners and experts in their field in educational leadership in Santa Clara County and in Monterey County. Members represent district superintendents, assistant superintendents, directors of programs, K-12 school experts, graduates, government agencies, educational consultants, and community organizations. One of our Board members on the South Advisory Board represents CSU-Monterey Bay, a new university in the system which is planning an educational leadership program for Monterey County in six years.

Board members are experts in the field and are also present and future employers of graduates. These stakeholders provide expertise in evaluating the Educational Leadership programs and mentoring and feedback for individual students in their capacities as field work supervisors.

Assessment system is clearly delineated.

The assessment plan of the Educational Leadership Department is defined in each course syllabus. Portfolio assessment guidelines and rubrics are distributed and explained to new and returning students each year in formal orientation sessions in San Jose and in Salinas. In Ed Ad 202, requirements, guidelines, and rubrics for the M. A. Action Research Project are thoroughly discussed. The capstone course, Ed Ad 253, provides detailed experiences and critiques for students as they complete the Action Research Project. See Table 8 (Location of Educational Leadership Course Materials), Table 2 (Required Courses and Educational Experiences that Emphasize the Five Theme Areas of Educational Leadership), and Table 1 (Opportunities to Learn and Practice the Knowledge and Skills in the Five Theme Areas of Educational Leadership).

All information about program standards and assessment are available on the Ed Ad website: http://www.sjsu.edu/edleadership

Samples of models of student portfolios are provided in each class and in the main Educational Leadership office in Sweeney Hall 404. Students have access to each Ed Ad syllabus on the Educational Leadership website and on the web pages of individual faculty members.
During the academic year 2000-2001, faculty revised all departmental syllabi to meet the newly adopted California Professional Standards for Educational Leaders (based on the national ISSLC standards) and to more fully meet the five theme areas in the Vision of the Educational Leadership Department. Each course and its syllabus were reviewed in faculty meetings and a “care taker” for each course designated. As a result of the revision discussions and to further course evaluation and professional development, collaborative planning groups were established for each course (or pair of courses). All full time faculty and all part time faculty who teach sections of the course meet monthly before, during, and after the course delivery to revise the syllabus, select readings, plan learning experiences, devise guidelines and rubrics, and plan assessment systems.

During 2001-2002, the formal planning group for Ed Ad 202 met monthly to collaborate on the best practices for teaching educational leaders in a graduate program. On Saturday, March 2, all of the sections of EdAd 202 met for a day-long seminar on data collection for the Action Research Project. The results of the collaborative planning group were extremely successful in terms of continual evaluation of course learning experiences, exchanging information on the effectiveness of the planned learning experiences on a weekly basis, evaluating the effectiveness of course assignments, evaluating the instruction to get students started with the Action Research Projects, and modeling the effectiveness of collaboration for students.

The collaborative planning group for Ed Ad 202 was beneficial in terms of quality instruction and program improvement and led to the formation of the collaborative planning group for Ed Ad 200-201. This includes 12 full time and part time faculty who are teaching sections of the paired introductory courses for Fall semester 2002. The group began in May with two meetings before the course work begins in August 2002 and plans to meet monthly thereafter. Because we teach collaborative planning and on-going assessment to school leaders, we think that this model of faculty planning course delivery together is effective course and program evaluation and serves as an effective model for students when they lead schools.

**Major Assignments in courses aligned to CCTC Standards**

In winter and spring 2004, the program was again evaluated by faculty and upon recommendations by the Advisory Boards. The faculty reviewed each course and revised the major assignments for each course. (See Table 2.7 *Educational Leadership Matrix of Courses.* ) Four Collaborative Planning Teams met for each course or paired courses (200-201, 202, 203-204, 205-206) and recommended to the faculty as a whole which CCTC standards for Educational Leaders should be measured in each course and successful completion of which major assignments would indicate that the student had met standard. The result was the *Educational Leadership Assessment Matrix* adopted on May 27, 2004. (See Table 2.8.)
## Table 2.7 Educational Leadership Matrix of Courses

<table>
<thead>
<tr>
<th>EDAD 200/201 (# 1, 3, 5, and 9) Leadership &amp; Management</th>
<th>EDAD 202 (# 4, 5 and 12 Curr., Inst., &amp; Assessment</th>
<th>EDAD 203/204 (# 14 and 15) Human Resources &amp; Fin./Law</th>
<th>EDAD 205/206 (# 11) School-community advocate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Questions (#10)</td>
<td>Essential Questions</td>
<td>Essential Questions (#14)</td>
<td>Essential Questions</td>
</tr>
<tr>
<td>Major Assignments</td>
<td>Major Assignments</td>
<td>Major Assignments</td>
<td>Major Assignments</td>
</tr>
<tr>
<td>2. Participation: Peer collaboration and thoughtful class participation are expected.</td>
<td>2. Understanding by Design Unit (#11)</td>
<td>2. Personal Resume</td>
<td>2. Create PowerPoint - Data, Community involvement &amp; school’s focus</td>
</tr>
<tr>
<td>3. Interview two administrators such as a principal and a superintendent. In addition, interview someone not in a formal school leadership position whose leadership you respect greatly.</td>
<td>3. Define Action Research (#11)</td>
<td>3. Teacher Observation &amp; write-up</td>
<td>3. Prepare a brief and presentation</td>
</tr>
<tr>
<td>5. Observation of a School Board Meeting (#15)</td>
<td>5. Use of Excel</td>
<td>5. Document search for master contract</td>
<td>5. Final paper combines 1, 2, &amp; 3 assignments</td>
</tr>
<tr>
<td>7. School Improvement Recommendation</td>
<td></td>
<td>7. Write a FICA memo</td>
<td>7. Coherence of Resources Plan (#12)</td>
</tr>
<tr>
<td>8. Essential Questions Paper (#10)</td>
<td></td>
<td>8. Research groups produce PowerPoint on selected relevant topics</td>
<td>8. Write a letter to a legislator which advocates for specific, pending legislation (#15)</td>
</tr>
<tr>
<td>10. School Profile Data</td>
<td></td>
<td>10. Analysis of school budget as it relates to student learning goals (#15)</td>
<td></td>
</tr>
<tr>
<td>11. Analytical report on communication, outreach, and inclusion (#13) – do we do this?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MA Guidelines Introduced Action Research Begins Defining the Action Research Understanding Data</td>
<td>Action Research Launched • Background • Problem &amp; Purpose • Review of Literature • Methodology • Intervention Identified</td>
<td>Action Research Developing • Implement intervention • Analyze data • Begin to answer research questions</td>
<td>Complete Action Research • Findings-Research questions • Conclusions • Recommendations • Evaluation of process • Abstract • Exhibition &amp; Sharing</td>
</tr>
<tr>
<td>Portfolio Guidelines Introduce Portfolio Evidence</td>
<td>Portfolio Evidence</td>
<td>Portfolio Evidence</td>
<td>Portfolio Exhibition Finalize Portfolio with Themes, Essays, &amp; Evidence</td>
</tr>
<tr>
<td>Readings:</td>
<td>Readings:</td>
<td>Readings:</td>
<td>Readings:</td>
</tr>
</tbody>
</table>

Assesses: CCTC Standard 10: Vision of Learning; Standard 12: Organizational Management for Student Learning; Standard 13: Working with Diverse Families and Communities; Standard 15: Political, Social, Economic, Legal, and Cultural Understanding
<table>
<thead>
<tr>
<th>Reference</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barth, R. S. (1990)</td>
<td>Improving schools from within: Teachers, Bridges, Managing Transitions</td>
</tr>
<tr>
<td>Darling-Hammond, L. (1997)</td>
<td>The right to learn</td>
</tr>
<tr>
<td>Morley, C. L. (1994)</td>
<td>How to get the most out of meetings</td>
</tr>
<tr>
<td>Ohle, N. &amp; Morley, C. L. (1994)</td>
<td>How to solve typical school problem</td>
</tr>
<tr>
<td>Saphier, T., Bigda-Pyton, T. &amp; Pierson, G. (1994)</td>
<td>How to make decisions that stay made</td>
</tr>
<tr>
<td>Darling-Hammond, L. (1997)</td>
<td>The right to learn</td>
</tr>
<tr>
<td>Schmoker, Mike (1999)</td>
<td>Results: The key to continuous school improvement.</td>
</tr>
<tr>
<td>California Commission on Teacher Credentialing (1997)</td>
<td>California standards for the teaching profession: A description of</td>
</tr>
<tr>
<td>California School Leadership Academy at WestEd (2001)</td>
<td>professional practice for California teachers.</td>
</tr>
<tr>
<td>*Olsen, Laurie, and Jaramillo, A. (1999).</td>
<td>Turning the tides of exclusion: A guide for educators and advocates</td>
</tr>
<tr>
<td>Darling-Hammond, L. (1997).</td>
<td>The right to learn</td>
</tr>
<tr>
<td>Schmoker, Mike (1999)</td>
<td>Results: The key to continuous school improvement.</td>
</tr>
<tr>
<td>CTC Standards (by Number)</td>
<td>CTC Specific Standard</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Writing composition</td>
<td>Admission Essay: 3 page essay expounding on a quote by Roland Barth, graded by Rubric before admission, rating 1-5</td>
</tr>
<tr>
<td>Uniform, in-class, spontaneous writing prompt(s) to check on formal critical thinking expressed in written English</td>
<td>EDAD 200</td>
</tr>
<tr>
<td>Vision of Learning</td>
<td>Personal Vision Statement of Candidate</td>
</tr>
<tr>
<td>Student Learning and Professional Growth</td>
<td>Understanding By Design unit ARP</td>
</tr>
<tr>
<td>Organizational Management for Student Learning</td>
<td>Management Task – Design and Implementation</td>
</tr>
<tr>
<td>Coherence of Resources plan</td>
<td>EDAD 206</td>
</tr>
<tr>
<td>Embedded professional development plan for faculty</td>
<td>EDAD 203</td>
</tr>
<tr>
<td>Working with Diverse Families and Communities</td>
<td>School Demographic Study</td>
</tr>
<tr>
<td>Analytical report on communication, outreach, and inclusion</td>
<td>EDAD 201</td>
</tr>
<tr>
<td>Personal Ethics and Leadership Capacity</td>
<td>Essay on my personal ethics and values as they impact my practice in school law and finance</td>
</tr>
<tr>
<td>Analysis of school budget as it relates to student learning goals</td>
<td>EDAD 204</td>
</tr>
<tr>
<td>Political, Social, Economic, Legal, and Cultural Understanding</td>
<td>Analysis of School Board meeting</td>
</tr>
<tr>
<td>Analysis school budget</td>
<td>EDAD 204</td>
</tr>
<tr>
<td>Project: letter to a legislator which advocates for specific pending legislation: demonstrates critical thinking and knowledge of school problems</td>
<td>EDAD 205</td>
</tr>
<tr>
<td>Exit Portfolio of Competence</td>
<td>Summative evaluation of all standards and themes</td>
</tr>
</tbody>
</table>
Assessment methods are comprehensive and rigorous.

The decision points in the Educational Leadership program are clearly shown in Overview of the Graduate Program in Educational Leadership). The types of data collected, timeframes, and uses of data are shown in Table 2.4 (Overview of Educational Leadership Evaluation – Types of Data Collected, Timeframes, and Data Uses).

Systematic collection and analysis of data are vital to the decision making process. Decision points around admissions, advancement to candidacy, and graduation are clearly communicated to all students, faculty, and adjuncts. The criteria for these decisions are also communicated in program materials, in the student handbook, on the website, and in each syllabus and field work seminar in the Educational Leadership program.

Summaries of SOTEs are provided to each faculty member, with written comments by students, required by the University Senate in 2003-2004. Departmental expectations are clearly communicated to each faculty member and adjunct for course improvement. Generalized summaries are discussed at Departmental meetings for program improvement. Problems with individual faculty SOTEs are discussed privately between the faculty member and the departmental chair. Exit evaluative essays from all graduating students are summarized each summer by the coordinator for Tier 1 and the coordinator for Tier 2 and shared with the faculty in fall departmental meetings for program improvement.

Students receive extensive verbal and written feedback concerning the quality of their work on each assignment and formative assessments on their major projects such as the Action Research Project (M. A. thesis) or the Tier 2 Change Matrix. In addition, the constant communication by e mail among faculty, students, adjuncts, field work supervisors, and mentors provides on-going and frequent answers to student research problems and progressive drafts of major projects. (See Tier 2: Field Work Evaluations: E Mail: Pacheco (located in the Educational Leadership file in document room SH 331). During the field work seminars (Tier 1: 242 A and B and Tier 2: 285A), students are given individual feedback from their advisors in hourly sessions once at month at their work sites. In the capstone course for the M. A. (Ed Ad 253), students receive on-going peer reviews and instructor critiques of the Action Research Project (M. A. thesis) as they draft and edit each section of the thirteen (13) components required in the master’s thesis. Second and third readers among faculty also provide feedback, both formative and summative.

In the classroom instruction, students receive feedback from the faculty and expert adjuncts who are current practitioners. Students receive high quality feedback as they work in learning teams on case studies and simulations. Working in small groups or learning teams provides opportunity for students to receive peer feedback and to gauge their performance to that of excellent practice. Instructors model best practice and assess students on their ability to use and transfer the learning in simulations and models. Our extensive use of practicing professionals (superintendents, assistant superintendents, directors, and principals) as adjunct and part-time faculty ensures that students have learning experiences that meet current professional standards.

Policies and procedures for gathering, using, storing, and reporting data
The Educational Leadership Department conforms to University policies which are related to the Family Educational Rights and Privacy Act in handling student records, grades, and reports. (http://www.sjsu.edu/senate/index1a.html)

Aggregate data concerning enrollment trends, student demographics, FTES, and other information are reported by the University Common Data Sets at http://www.ipar.sjsu.edu/cds/cds_reports.html.

The aggregate data and comments from students in the required exit program evaluation are shared with faculty each fall.

**System includes structure and procedures for sampling, analyzing, summarizing, and reporting aggregated results.**

The Educational Leadership faculty systematically gathers, summarize, analyze, and report data on courses and the total program. Examples are found in Exit Program Evaluation Summaries, Field Work Supervision Evaluations, and Cycle on Inquiry on Equity in the Educational Leadership file in the document room SH 331. In addition, the University has an extensive system for gathering, analyzing, and reporting data (http://www.ipar.sjsu.edu/cds/cds_reports.html.).

**Assessment system fosters use for individual candidate and program improvement.**

Assessment and formative feedback are part of the educational experience of all students and in all courses. In addition, the Educational Leadership faculty has the responsibility to model assessment systems for school leaders. Course goals and objectives are discussed in each class and in the course syllabus. All course syllabi are on line at http://www.sjsu.edu/edleadership/. Many faculty members also include their course syllabi and expectations on their own web pages.

Each year, the Educational Leadership faculty review program evaluations from exiting students, student comments, course evaluations, and conduct their own cycles of inquiry into areas of particular concern. Summaries of comments from student exit essays (Program Evaluation) are summarized at the end of each year and discussed at the North and South Advisory Board meetings. The Boards recommend changes in the program based on the student essay comments. Revisions are made on a constant and continuing basis to ensure that excellence and equity are used in data gathering, analysis, and reporting and to ensure that the Educational Leadership program aligns with its stated Vision and Mission.

Samples of student work are found in the Tier 1 and Tier 2 student portfolios, the M. A. Action Research theses, and in the binders for each Ed Ad course in the sections labeled “Samples of Graded Student Work.” All of these are located in the document room Sweeney Hall 331).

**Mechanism for improvement**

**Newly Implemented Essay for Admission to the Educational Leadership programs**

**Problem:**

Students in Educational Leadership programs were assessed on their ability to meet standard in written English at the end of their first course Ed Ad 200 and in writing reflective papers in all Educational Leadership courses. However, the faculty decided to assess students on their writing ability before admission to the program. Therefore an essay prompt for admissions
was established by the faculty in Winter 2004 for all new students entering the program in fall semester 2004.

**Establishment of the Admissions Essay Requirement**

The faculty added an admissions essay to the entrance requirement for Educational Leadership programs in winter 2004, to be effective for all new students entering the programs in fall 2004.

The admissions essay became one of four documents to be submitted to the Department of Educational Leadership before consideration for acceptance into the program. The others are copies of passing scores on all three parts of CBEST and of the teaching credential as well as a letter from the applicant’s direct supervisor, attesting to her or his ability to succeed as a graduate student in a Master’s program and as a potential school leader. Documents submitted to the Graduate School include the on line application form and transcripts to ascertain a GPA of 3.0 or above.

**Prompts**

The admissions essay prompts were adopted by the faculty:

- The essay prompt for Tier 1 is: “The relationships among adults in schools are the basis, the precondition, the *sin 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.”

- The essay prompt for Tier 2 is: “My years in school suggest that the quality of adult relationships within a school has more to do with the quality and character of the school and with the accomplishments of students than any other factor.”

**Criteria for rating the Admissions Essay:**

1. The essay must be 3 to 4 pages in length.
2. The essay must focus on the quotation from Barth with the applicant expounding on the meaning of the quotation.
3. The applicant will give examples from her or his own work in schools or will pose possibilities for schools.
4. The essay must be logical and sequential.
5. The essay must contain no more than 2 grammatical errors.

**Procedures**

During spring and summer 2004, applicants’ essays were read by the person coordinating each of the nine cohorts, with assistance from other volunteer faculty. All SJSU on campus and Salinas applicant essays were read by the Tier 1 coordinator Phyllis Lindstrom with assistance from Noni Reis, Pat Stelwagon and Barbara Gottesman. All UHS, Eastside, and Charter cohort applicant essays were read by Marsha Speck or Barbara Gottesman. All Santa Cruz and Gilroy-Hollister applicant essays were read by Marty Krovetz and Gerry Chartrand. All Tier 2 applicant essays were read by Barbara Gottesman.
Each essay was rated on a scale of 1 to 5, with 5 being the highest rating. Applicants’ essays rated 4 or 5 weighted the decision to admit favorably, if the CBEST, teaching credential, and excellent letter of reference from the supervisor were also good and the GPA was calculated at 3.0 or above. Applicants whose essays were rated 3 were generally given conditional acceptance, all other things being equal.

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Of the eleven students who were denied, three appealed and completed the appeal process with the departmental chair. Those three students were then admitted conditionally. Their work will be reviewed at the end of the fall semester to ascertain satisfactory progress.

**Data for the new Admissions Essay Ratings for new Students Entering Fall 2004**

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The total number of students who initially applied for the 9 cohorts was 406. Of that number, 302 completed the admissions process and enrolled in fall 2004 courses.

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<th>Retained</th>
</tr>
</thead>
<tbody>
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<td>SJSU Tier 1</td>
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</tr>
<tr>
<td>Salinas Tier 1</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>Gilroy Hollister</td>
<td>59</td>
<td>50</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>Urban High School</td>
<td>91</td>
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<tr>
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<td>14</td>
<td>09</td>
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<tr>
<td>Charter</td>
<td>34</td>
<td>19</td>
</tr>
<tr>
<td>Eastside</td>
<td>52</td>
<td>40</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>406</strong></td>
<td><strong>302</strong></td>
</tr>
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</table>
The rating for each admissions essay in each cohort has been listed and the mean calculated for each cohort. Ratings were 5 for excellent, 4 for good, 3 for average, 2 for unsatisfactory and 1 for unacceptable. The rubric for rating each essay was established by the faculty and used to rate each essay.

Newly Implemented Essay for Admission to the Educational Leadership programs

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- The essay prompt for Tier 2 is: “My years in school suggest that the quality of adult relationships within a school has more to do with the quality and character of the school and with the accomplishments of students than any other factor.”
Criteria for rating the Admissions Essay (will be used starting fall 2008):

<table>
<thead>
<tr>
<th>Essay Required for Educational Leadership Department</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>References</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No references or incorrect references</td>
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<tr>
<td>Few references or some incorrect references</td>
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<tr>
<td>Use of references indicate some research</td>
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<tr>
<td>Use of references indicate substantial research</td>
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<tr>
<td>Disposition: Our vision 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.</td>
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<tr>
<td>Equity and collaboration are not addressed</td>
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<tr>
<td>Some references are made to equity and collaboration</td>
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<tr>
<td>Content describes the candidate's understanding of equity and collaboration</td>
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<tr>
<td>Content describes how the candidate tackles equity and how s/he collaborates as a leader</td>
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<tr>
<td>Application of leadership concepts and skills</td>
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<tr>
<td>The purpose of the essay is not clear</td>
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<tr>
<td>Some leadership concepts and skills are identified</td>
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<tr>
<td>How people use leadership concepts skills is identified</td>
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<tr>
<td>How the candidate uses leadership concepts and skills is clearly described</td>
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<tr>
<td>Sentence Structure</td>
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<tr>
<td>Unclear, incorrect, and/or ineffective sentence structure</td>
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<tr>
<td>Simplistic and/or awkward sentence structure</td>
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<tr>
<td>Organized and complex sentence structure that has some stylistic variation</td>
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<tr>
<td>Sentence structure is varied in composition and length</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Multiple grammatical and stylistic errors</td>
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<tr>
<td>Some errors in grammar and/or format that do not interfere with clarity</td>
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<tr>
<td>Few grammatical and/or stylistic errors</td>
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<tr>
<td>Nearly error-free which reflects clear understanding and thorough proofreading</td>
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<tr>
<td>Vocabulary</td>
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<tr>
<td>Apparent confusion with the use of language</td>
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<tr>
<td>Simplistic and/or unclear language</td>
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<tr>
<td>Effective language</td>
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<tr>
<td>Rich and precise language</td>
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<tr>
<td>Meaningful Development of Ideas</td>
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<tr>
<td>Ideas are unclear and/or not well-developed</td>
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<tr>
<td>Unelaborated ideas that are not fully explained or supported; repetitive details</td>
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<tr>
<td>Depth of thought supported by elaborated, relevant supportive evidence provides clear vision of the idea; contains details</td>
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<tr>
<td>Depth and complexity of thought supported by rich, pertinent details; supporting evidence leads to high-level idea development</td>
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<tr>
<td>Organization of Paper</td>
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<tr>
<td>Weak organization of ideas</td>
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<tr>
<td>Somewhat unfocused and/or unclear</td>
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<tr>
<td>Logical organization of ideas</td>
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<tr>
<td>Careful and relevant organization of ideas</td>
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</tr>
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Procedures

During spring and summer 2007, applicants’ essays were read by the person coordinating each of the nine cohorts, with assistance from other volunteer faculty. All SJSU on campus and Salinas applicant essays were read by the Tier 1 coordinator with assistance from Noni Reis and Pat Stelwagon. All UHS, Eastside, and Charter cohort applicant essays were read by Marsha Speck. All Santa Cruz and Salinas area applicant essays were read by Josette Winkler and Noni Reis. All Tier 2 applicant essays were read by Noni Reis.

Each essay was rated on a scale of 1 to 5, with 5 being the highest rating. Applicants’ essays rated 4 or 5 weighted the decision to admit favorably, if the CBEST, teaching credential, and excellent letter of reference from the supervisor were also good and the GPA was calculated at 3.0 or above. Applicants whose essays were rated 3 were generally given conditional acceptance, all other things being equal.

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The rating for each admissions essay in each cohort has been listed and the mean calculated for each cohort. Ratings were 5 for excellent, 4 for good, 3 for average, 2 for unsatisfactory and 1 for unacceptable. The rubric for rating each essay was established by the faculty and used to rate each essay.

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<th>Cohort</th>
<th>Mean for essay rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJSU Tier 1</td>
<td>4.2</td>
</tr>
<tr>
<td>Salinas Tier 1</td>
<td>4.09</td>
</tr>
<tr>
<td>Gilroy Hollister</td>
<td>4.06</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>4.36</td>
</tr>
<tr>
<td>UHS</td>
<td>4.2</td>
</tr>
<tr>
<td>SJSU Tier 2</td>
<td>4.64</td>
</tr>
<tr>
<td>Charter</td>
<td>4.76</td>
</tr>
<tr>
<td>Eastside</td>
<td>3.6</td>
</tr>
<tr>
<td>Overall Mean</td>
<td>4.24</td>
</tr>
</tbody>
</table>

Analysis of the Data

Although most of the applicants submitted essays that were rated 4 or 5, that was to be expected of professional educators who have already received teaching credentials and have successfully completed the B. A. or B. S. and a credential program.

All of these students have completed graduate level courses for their teaching credentials. Most have 3 to 10 years of teaching experience in local public and private schools.
Although there were no surprises within the admissions essay process, instructors who read the applicant essays received insight into the writing skill, commitment to school leadership, and passion for social justice and collaboration among their potential students. Many instructors kept the admissions essays as a first exercise for those students in their introductory Educational Leadership courses, Ed Ad 200 Administrator as Manager and Ed Ad 201 Administrator as Leader.

2. New Report of Student Progress of Students Meeting Standard

The Educational Leadership Department embraces the concept of the J-curve in assessment and evaluation instead of maintaining a Bell curve. The major assignments in each course are measures of how each student is meeting standard for the CCTC standards for Administrative Services credentials. Our aim is to move all students from first draft to best practice to ensure that grades are skewed toward the right side of the J curve. Hence the importance of drafting, formative assessment, editing, and feedback before summative assessment. This makes assessment an ongoing process. Students do first drafts of their work, receive peer and instructor review, edit, and receive expert reviews from mentors and field work supervisors who are expert practitioners before presenting their final product which demonstrates best practice.

For Fall 2004, each faculty member reported a summary of student progress for her or his individual section of each course. The progress reports were based on how many and what percentage of students met the relevant CCTC standard on the major assignments for each course. The results for each course are included in Summary of Assessment of Student Progress Fall 2004.

Assessment for Educational Leadership Students

Analysis of Students meeting standard in Educational Leadership courses by semester

Student Progress for each of four semesters for the two year program

1. The Bell curve, i.e. that students would be required to rewrite major Problem:
   Although each instructor kept meticulous records of student grades and progress, no wholesale inventory of student progress in all sections of all courses in the program was available.

2. Solution: The faculty collaborated on deciding as a group:
   2.1 on requiring students to meet all of the standards set by the California Commission on Teaching Credentials (CCTC) (also issues administrative credentials) for effective school leaders and standards adopted by the professional association, the California Professional Standards for Educational Leaders,
   2.2 on which standards were appropriate for which course, on all major assignments for each course which would be measures for meeting the appropriate standards,
   on a common grading rubric for major assignments,
   on retaining the J-curve measure for Education Leadership courses instead of replicating assignments until they all met standard. Therefore the assessment of student progress would be roughly equivalent to grade of A if the student met standards with the first draft of the major assignment, B or C if the
student required one or two rewrites, C or D is the major assignment were late or overdue without plausible reasons. As always, the judgment of the instructor is the final measure.

Results:

1. A template was designed by the faculty to measure student progress in each section of each course.
2. Faculty reports of student progress each semester would use the template to report student progress.
3. End-of-semester reports of student progress on major assignments were reported to the departmental chair for analysis and comparison.
4. This procedure would be established for Fall semester 2004 and implemented thereafter by each instructor of each section of each course.

External Review

Our external reviewers are our two Advisory Boards and the experts who serve as mentors, field work supervisors, and advisors. These experts also provide feedback to the faculty on courses and the entire program. Feedback from students and experts in the field is the critical element in program and course revision and improvement.

The final exit Portfolio component is entitled Program Evaluation. Students evaluate the program in essay form. Comments from student portfolios on Program Evaluation are summarized and categorized by the Departmental Chair each summer. Results are discussed at the fall North and South Advisory Board meetings and recommendations are brought to the faculty. The faculty makes course and program changes based on these recommendations and other measures.

The assessment plan has been developed from an informal to a formal process as the student enrollment has grown from 75 to over 500 students. It has developed in response to state mandates and to stakeholder concerns. Moving from a written exam to a portfolio assessment system has also been reinforced by feedback from national educators in a presentation and survey at the American Association of Higher Education Assessment conference in Denver in June 2001 and from international educators in a presentation and survey at the Pacific Rim Assessment and Institutional Planning conference in Honolulu in May 2002. Multiple data sources are used in order to eliminate bias that research says occurs when single data sources are used. This developing system for assessment in Educational Leadership programs seeks to offer a valid, fair, and unbiased means to collect, evaluate, and report data.

CHARACTERISTICS OF EVIDENCE

Planned, purposeful, and continuing evaluation

The Educational Leadership Department uses evidence to make decisions about qualifications of candidates, candidate proficiency, and readiness to graduate which results from planned, purposeful, and continuing evaluation of candidate proficiencies. This data are drawn from diverse sources.
Information about incoming students’ qualifications is stored in the Graduate School and in individual student folders in the Educational Leadership departmental office. Once students are admitted to the program, information is stored for analysis and retrieval in the University PeopleSoft/SIS system. The Department maintains its own database of information on current students and recent graduates in the departmental office files. This information is used on a continuing basis to verify data and to provide information for reports to others about the programs.

The information about the depth and breadth of the types of sources used in decision making is shown in Table 6: Overview of Educational Leadership Evaluation: Types of Data Collected, Time Frames, and Data Uses, Table 3: Alignment between Course Assignments and Educational Experiences and the Five Theme Areas of Educational Leadership, and Table 1: Graphic Overview of the Educational Leadership Assessment System Components.

At the course level, student papers, projects, reflective journals, observations by faculty, peer critiques, media presentations, reports, tests, and action research and change matrix projects are typically used for decision making about student performance and competency. Since we are preparing school leaders, we also use faculty observation and assessment of student performance in small group decision making and group leadership. At the program level, course work completed, portfolios, Action Research projects, Change Matrix projects, external review by school experts, and feedback from practitioners who are field work supervisors and mentors are typically used for decision making about student performance and competency.

Scope of Assessment and the Domains of Educational Leadership

Assessment in the Education Leadership Department is based on the five themes or conceptual areas stated in the Vision and Mission of Educational Leadership, the 2003 California Commission on Teacher Credentialing Standards for Administrative Services Credentials, and the adopted California Professional Standards for Educational Leaders (CPSEL). The connections are demonstrated in Table 2: Required Courses and Educational Experiences that Emphasize the Five Theme Areas of Educational Leadership and in the individual course syllabi which list each of the CPSEL standards covered in the course, categorized in the five theme areas of Educational Leadership.

QUALITY ASSURANCE PROCESSES

Program View of Quality Assurance

Quality assurance consists of procedures, techniques, and tools applied by professional educators to ensure that program graduates meet or exceed the standards during the program.

Measuring Factors

Over the years of the continuing development of the formal assessment plan, the faculty have adapted the following factors as criteria for the assessment plan:

- **Reflective Practice**: the degree to which the data collected allows the faculty to reflect on their own teaching to improve learning for all students.
- **Self Reflection**: the degree to which the faculty reflect on data collected and its meaning and integration into course revisions, revisions of teaching strategies, and program improvement.
Meaningful: the degree to which the data collected is associated with the Vision and Mission for Educational Leadership, the goals and objectives for courses and the program, student learning, and CPSEL standards.

Communication: the degree to which faculty continue to communicate results of data findings to Advisory Boards, students, stakeholders and others to show that data has been used to improve the program.

Consistency: the degree to which present measures are systematically collected for analysis and program improvement: numbers and percentages of students meeting CTC standards on each of the major course assignments aligned with that standards, exit program evaluations, evaluations of field work supervisors, evaluations of course materials and instruction, and feedback from Advisory Boards, mentors, graduates, and experts in the field.

Efficiency: the use of measures and feedback which make assessment an integral part of each course, the program, and faculty meeting discussions instead of being an add-on activity, done only at special times.

Expandability: the ability to design and use standards-based measurements in the major assignments of each course, guidelines and rubrics for new courses, new cohorts, and new instructors.

Simplicity: the degree to which data collected from multiple measures is used to directly improve the program.

The faculty believes that the current system of data collection which is began to be developed and implemented beginning in AY 2002-2003 allows them to meet these factors as criteria for the system. All syllabi have been realigned with the five themes of the Educational Leadership Vision and Mission, the 2004 CCTC Standards for Administrative Services credentials, and the California Professional Standards for Educational Leaders. Courses are revised annually or when necessary and then the program is revised based on data collected from these multiple and diverse sources.

TASKS ASSOCIATED WITH QUALITY ASSURANCE

Educational Leadership faculty has listed eight tasks as critical to the development and implementation of the systemic assessment plan:

1. applying systematically components of the assessment plan by all faculty and coordinators,
2. data gathering and formal review of data,
3. assessment of candidates, faculty and program components,
4. alignment with the 2004 CCTC Standards, and the California Professional Standards for Educational Leaders (CPSEL),
5. implementing program changes and improvement based on data,
6. measurement, and
7. record keeping and
8. reporting.
Applying systematically components of the assessment plan by all faculty and coordinators

Summaries of the types of data collected and how that data are used is provided in Table 1 Graphic Overview of the Educational Leadership Assessment System Components and Table 6: Overview of Educational Leadership Evaluation: Types of Data Collected, When Data are Collected, and Data Uses. The system will work if each faculty member, program coordinator, and tier coordinator collects the required data at the required juncture. The new Report of Student Progress for each course each semester on meeting standard using major assignments will be a significant data collection for further program and course revision.

Faculty members are required by the University to collect SOTEs for every course each semester. Faculty members also collect student evaluations, comments, reactions to learning experiences, and surveys to share with other faculty in the collaborative planning groups for each course or pair or courses (established Spring 2002 for Ed Ad 202, Fall 2002 for Ed Ad 200-201, Spring 2003 for 203-204 and 205-206). Coordinators are responsible for collecting program evaluations from exiting student portfolios and summarizing the data for faculty. Course and program change and improvement result if each of the components is applied by all in a systematic and systemic fashion.

Data gathering and formal review of data

The focus of student evaluation throughout the program is to ensure student progression through the five theme areas (or domains of knowledge) in the Educational Leadership Vision statement. Student knowledge of, skills in, belief in, and attitude toward the five themes of Educational Leadership – Leadership Skills and Management Strategies, Role of Schooling in a Democratic Society, Building Equity in Diverse Communities, Facilitating Collaborative Change, and Inquiry, Learning, Research and Reflection on Practice – are measured many times in multiple settings in classrooms and at their work sites.

Students’ readiness for completion of the program by demonstrating their competencies in all five theme areas with the relevant CCTC Standards for Administrative Services credentials and the California Professional Standards for Educational Leaders in an exit portfolio, following Departmental criteria, guidelines, and rubrics. Their ability to complete the first six elements of the Action Research Project (M. A. thesis) is measured by course work and rubrics in Ed Ad 202. The capstone course, Ed Ad 253, measures student competency in completing the other seven components of the Action Research Project with a final product as the summative assessment.

Students’ evaluations of the program as part of their exit portfolio is the formal and serious collection of data concerning their feedback on the program and its components. During the summer, coordinators for each program and tier collect, categorize, analyze, and present the summaries of exit evaluations at faculty meetings in the fall semester. A quantitative survey will be discussed for 2005-2006. Changes in courses, adjuncts, and the program are implemented as a result of this formal evaluation.

Assessing candidates, faculty, and program components

Students are assessed at several checkpoints in the Educational Leadership program. The most important are major assignments related to CCTC standards, evaluations of course work, portfolio presentations, and presentation of the Action Research Project (M. A. thesis).
Table 2.9 Benchmarks

Tier 1

<table>
<thead>
<tr>
<th>Admission: Graduate School Prerequisites Admission</th>
<th>200-201</th>
<th>202 Six components of Action Research</th>
<th>203-204</th>
<th>205-206</th>
<th>253 Action Research Complete 13 parts of the Action Research Project</th>
<th>242 Portfolio Presentation</th>
<th>Candidacy</th>
</tr>
</thead>
</table>

Tier 2

<table>
<thead>
<tr>
<th>Admission Graduate School Prerequisites Admission</th>
<th>270 Self Assessment PDAP</th>
<th>275C Assess competencies in Building Equity</th>
<th>275A</th>
<th>275B</th>
<th>275D Portfolio Presentation</th>
<th>(253 Action Research) or Change Matrix Tier 2</th>
<th>candidacy</th>
</tr>
</thead>
</table>

Aligning with California Commission on Teacher Credentialing (and Administrative Services Credential programs) and California Standards for Educational Leaders


Implementing changes based on data

Evidence of changes implemented in the program as a result of assessment and data collection are evident in

1. The Cycle of Inquiry file and changes in the Vision, Personal Portfolio Self-Assessment, and in the Building Equity in Diverse Communities section and standards in each course syllabus.

2. The summary of the most recent student exit portfolio evaluations of the program and the changes in the generic syllabi for each course, based on student comments.

3. The summary of semester Reports of Student Progress on Meeting Standard for each Major Assignment for each course.

4. The document, Vision of Educational Leadership, the most important change, stating explicitly for students the clear mission of the Department, which may have been unclear in the past.

5. The CCTC Standards and the California Professional Standards for Educational Leaders, adopted by state agencies, now incorporated into each course and syllabus.

6. The guidelines for Tier 1 and Tier 2 portfolios with rubrics for each, revised in June 2001, based on student input and professional educator critiques.

The Educational Leadership Student Handbook, published online at the Departmental website, http://www.sjsu.edu/edleadership contains changes in policy and procedures as a result of student, faculty, and stakeholder feedback.

Table 2.10: Cause and Effect Relationship between Assessment and Program Changes

<table>
<thead>
<tr>
<th>Data Collection Or Assessment</th>
<th>Change in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle of Inquiry on Equity</td>
<td>New Vision</td>
</tr>
<tr>
<td>Portfolio Exit Evaluations</td>
<td>Generic Syllabi</td>
</tr>
<tr>
<td>CCTC &amp; CPSELS</td>
<td>Standards in Syllabi</td>
</tr>
<tr>
<td>Report on Student Progress</td>
<td>Signature Assignments</td>
</tr>
<tr>
<td>In Meeting Standards</td>
<td>Relevant to Standards</td>
</tr>
<tr>
<td>Student and Educator Feedback</td>
<td>New Portfolio, Guidelines, and Rubric</td>
</tr>
</tbody>
</table>

Measuring variables

Variables connected to student evaluation, faculty evaluation, program evaluation, graduate feedback, Advisory Boards feedback, field work supervisor feedback, and outside experts feedback is shown in Table 6: Overview of Educational Leadership Evaluation: Types of Data Collected, Time Frames, and Data Uses. Reports on those measures have been incorporated throughout this document.

Keeping records and reporting

Records of data collection are kept in the Educational Leadership office in Sweeney Hall 404 in student folders, field work evaluation folders, portfolio exit program evaluation summary folders, feedback from field work supervisors, minutes from Faculty Meetings and Advisory Board meetings, and SOTEs folders. Samples of graded student work are found in the binders for each Ed Ad course.

SUMMARY OF STANDARD 4: EVALUATION and PROGRAM ASSESSMENT SYSTEM AND

All stakeholders in the Education Leadership programs are involved in the assessment and program improvement process. Members of the Advisory Board, students, graduates, faculty, adjunct faculty, field work supervisors, and members of the professional educators community, local and national, are provide continuous input into the program and the student learning experiences. The assessment plan described in this document was revised in AY 2003-2004 and is being implemented in AY 2003-2006. The document incorporates student competencies described in the CCTC Standards for Administrative Services credentials, the California Professional Standards for Educational Leaders and in the Vision for Educational Leadership, its five theme areas of knowledge and skills, with the matching essential questions and deep understandings for each. The Department is examining its measures and data...
collection in all aspects and specifically to receive greater numbers of responses to its on-line survey of graduates and employers.

From the data produced in this document, it is evident that the Department uses multiple measures from cycles of inquiry to feedback from external experts to evaluate the program and its students. The Department’s assessment plan is designed to establish a fair, accurate and continual performance assessment of the program, its curriculum, its students, its operation, and its graduates. All assessments are summarized and used to make changes and improvements in the program.

Data gathered from multiple sources, both formal and informal, formative and summative are used to make decisions about the quality of the program and its components. Data gathered is shared with the faculty, with students, with adjunct faculty, with field work supervisors and mentors, and with the Advisory Boards.

In summary, the assessment plan designed by the Educational Leadership faculty and in the process of being fully implemented is:

- serving as a scaffolding for systematic and systemic program changes;
- emphasizing process, professional excellence, and a focus on equity in schools;
- serving as a source of information for program revitalization;
- becoming fair, consistent, accurate, and in compliance with the College of Education conceptual framework emphasizing excellence and equity; and
- supporting the Vision of Educational Leadership and its five theme areas – Leadership Concepts and Management Strategies, Role of Schooling in a Democratic Society, Building Equity in Diverse Communities, Facilitating Collaborative Change, and Inquiry, Learning, Research and Reflection on Practice.

**Standard 5. Admission** In each professional preparation program, candidates are admitted on the basis of well defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The program sponsor determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

**Internship Programs**

All interns have been appointed to positions within their school districts that require an administrative credential prior to enrolling in our Preliminary Administrative Services Intern Credential Program. In almost all cases, the new hire has been an employee of the district for some time, and is therefore well known to the district. Since this appointment process has been made at the district level, and by the administrative leadership there, we assume that the district has made a wise decision regarding a candidate’s readiness to serve in such a position.
Preliminary Administrative Services Credential Program

Students admitted into the SJSU Educational Leadership Department must meet a number of admission criteria--some imposed by the Graduate School, others by the Department itself and/or CCTC. The minimum Graduate School requirements are as follows:

- **An earned baccalaureate degree earned at an accredited higher education institution**
- **A grade-point average of 3.0 or better for the last sixty semester units if the candidate also desires to earn a Master’s degree, which is true for almost all of our students**
- **Good standing record from last higher education attended**
- **Approval from Department Chair for which applicant is applying**

In addition to these requirements, the Department requires applicants to:

- Write an essay to a department prompt.
- Submit three letters of recommendation attesting to the leadership potential of the candidate;
- Show proof of appropriate credential;
  - Demonstrate successful passing of the CBEST

University policies also exist for conditional approval or probationary admission status. These policies allow for alternative criteria to established admission procedures in order to encourage enrollment of men and women from underrepresented minority and/or gender groups. This policy provides for a close examination and monitoring of the student during his/her first semester of enrollment with the expectation that at the end of the first semester he/she will have:

- **earned a letter grade of A or B in the first cohort of classes**
- **demonstrated effective English speaking and writing abilities**

In any given year, we admit an average of between 2 and 5 students in this manner.

The Program, with full support and encouragement from the School Dean and University administrative personnel, has made the recruitment of qualified minorities a number one priority in our Department development efforts. Each spring we make both written and personal contact with many superintendents, assistant superintendents, directors of personnel, principals, teacher leaders, and our current students to encourage recruitment of high quality teacher leaders, especially people of color, into school administration. These contacts are actually ongoing relationships and are at the heart of our work, offering us continuous feedback on the effectiveness of our recruitment program and the ethnic profile our students and our graduates.

Consistent with the recognized need for preparing outstanding young men and women for challenging educational leadership positions in schools for today and tomorrow, the Department faculty strive to recruit teachers who have demonstrated qualified leadership in their positions, their sensitivity to and dedication toward the needs of our youth, and especially toward children from diverse ethnic, cultural and socio-economic backgrounds.
This standard asks us to address how we determine that the candidate has a satisfactory record of professional accomplishment, has leadership potential and exhibits moral and ethical standards of behavior. On one hand, we do this by reading the letters of recommendation. At the same time we recognize the limitations of such letters. Faculty members also read and score the submitted Admissions Essay. If the candidate has not exhibited moral and ethical standards, the school district should not continue to employ this person. In addition, we believe strongly that all teachers would benefit from involvement in our program. We agree with Roland Barth that every teacher should be encouraged to be a leader. Our primary goal is to help emerging educational leaders attain the skills, attitudes and behaviors to become increasingly effective school leaders, with the hope that most of our students will become effective school principals. At the same time, we are encouraged when some of our students decide to remain in teaching but use the habits of mind learned in our program to be effective teacher leaders.
Habits of Mind
Educational Leadership Department
College of Education

PASSION
How do I take risks and display courage?
**How do I demonstrate my educational passion in pursuing this work?**
How committed am I to moral and ethical leadership when challenged with something difficult?

OWNERSHIP
How do I change my work and the work of my colleagues and community into our work?
How do we build teams?
What biases do I or others bring?
What do we need to accomplish this work successfully?

THEMES OF EDUCATIONAL LEADERSHIP

Leadership Concepts and Management Strategies
Role of Schooling in a Democratic Society
Building Equity in Diverse Communities
Facilitating Collaborative Change
Inquiry, Research, Learning, and Reflective Practice

CONNECTION
Who benefits from this work?
How is the work relevant to addressing prejudice and -isms?
How can I draw from my own value system to promote social justice?
How can individuals and groups add influence to the work and how do I engage them?

REFLECTION
How has what I have done influenced my thinking and practice?
How does this work reflect my moral and ethical leadership?
In what ways have I shown scholarship?
How do I cope with stress: mine and others?
How does my work further excellence in education in an American democracy?
What further questions can I pursue?
The Professional Administrative Services Credential

The SJSU faculty actively recruits candidates through procedures discussed for the Preliminary Credential above. We are committed to enrolling as diverse and qualified cohort of candidates as is possible.

Given that candidates are to enroll within one year of obtaining a position requiring the Preliminary Credential and/or of finishing the Intern program in such position, it is imperative that the process be as orderly and supportive as possible. It is important to the candidate’s success as a new school administrator that she/he enroll as soon as possible in EDAD 270 - Assessment and Induction in order to develop a thorough Professional Development Action Plan and to form relationships with a supportive expert university coach and a district mentor.

Candidates for the Professional Administrative Services Credential Program are admitted to the program through:

- gaining admission to the Graduate School
- certifying their possession of a valid Preliminary Administrative Services Credential
- holding a position which requires possession of an administrative credential.

Standard 6. Advice and Assistance. Qualified members of the program sponsor’s staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate’s attainment of all program and credential requirements. The program sponsor assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

By the time students are accepted into the program, they have demonstrated success as a teacher and their potential to become a successful graduate student. From this point forward, their goal is to learn the skills, attitudes and behaviors necessary to become a successful school leader. It is the responsibility of the Educational Leadership faculty to not only facilitate this process, but to monitor, assess and, where necessary provide extra support, or focused counseling, along the way.

There are a number of factors that determine a candidate’s suitability, and a number of checkpoints along the way to measure and evaluate these factors. Prior to admission to the program, a candidate is required to get three letters of recommendation from former or current administrators and colleagues attesting to the candidate’s potential for becoming administrators. Throughout the program, candidate progress is monitored through written papers, group projects, class participation, meetings with instructors and advisors, and continual email communications with instructors, advisors, and the department chair. A candidate will have at least three different faculty members as instructors in his/her two year program. This gives both the Educational Leadership faculty and the candidate ample opportunity to evaluate and promote the candidate. Occasionally, a candidate finds out that he/she is not cut out to be an administrator, or that administration is not what he/she wishes to pursue further. When this happens, and it happens not infrequently, the student may select to drop out of the Program, or, as is much more the case,
selects to continue the program in order to utilize the knowledge gained for teacher leadership roles. However, if, for some reason or another, a student doesn’t seem to be “making it” in the program - his/her academic work is poor, attendance is lax, attitude is poor - the advisor, with the support of the Department Chair and work supervisor as appropriate, takes deliberate steps to counsel the student out of the Program. On the other hand, when a student demonstrates superior potential for becoming a school leader, but personal or other fortunes come up that inhibit his/her smooth transition through the program, then everything within reason and academic fairness is done to provide the student with the “means” to complete the program - “stepping out” for a semester, taking an incomplete until there is time to finish the work, etc. It is the expressed purpose of our Program to give each student the opportunity to excel and succeed in the program, and, for those who fail to achieve minimum levels of competence, we are committed to counseling them out of the program.

Educational Leadership faculty at regular monthly faculty meetings frequently discuss candidates’ learning dispositions, how we assess them, and how we can provide better or different learning experiences to ensure their success in the program and as school leaders. We also discuss outstanding candidates and the current school openings for leadership positions.

The special relationship that develops among the university supervisor, the worksite supervisor and our students during the fieldwork experience is typically one of great respect and congeniality on the part of all concerned – the supervisor get to know the student’s school, assignment and role, the worksite supervisor gets to see the work the student is doing at the University, and the student has the close personal relationship experience of two highly qualified professionals.

Finally, the exit portfolio requirement offers an excellent opportunity for the candidate to self-reflect and for the workplace supervisor and university advisor to offer honest feedback. The candidate must meet all of the requirements in the Tier 1 Portfolio Guidelines. The portfolio is judged by the Tier 1 Portfolio Rubric which has criteria discussed by the entire Ed Ad faculty and district representatives. We also use the criteria set forth in the Determination of Candidate Competency.

Advice and Assistance Standards Applied to the Internship Program

The advice and assistance aspect of the educational leadership program at SJSU is, perhaps, a little stronger for students enrolled in the Internship program. This is especially true in that the interns have: a.) been pre-selected by their district to become quasi-administrators or administrators, b.) this being so, it is assumed that they are not only talented and have the perceived recognition of being leaders, they are probably well know by two or three administrators in the school or district, thus having “good” communication status with key administrative leaders.

The interns are placed in field work courses right from the beginning of the program. (The regular Preliminary Administration students don’t take field work until the second year of their program). By taking their fieldwork activities from the get go, the interns are put in close relationships with both district and University field work supervisors, thus assuring that they are receiving regular personal contact with persons who can advise and assist them, and that they
have a strong, formal line of relationship from their school-site position to the administration of the school or district.

**Advice and Assistance Applied to the Professional Program**

The criterion for receiving strong and adequate advice and assistance for students in the professional program is both unique and different. Here, we are talking about students who a.) have their preliminary credential, and b.) are working in an administrative assignment. Important here is the fact that these students (clear credential students) are beginning to set the course for their professional career. Many of them are in key administrative posts and will be there for awhile. Moreover, the program of studies for the clear credential is more “field-based”, more attuned to the personal and professional needs of the student in particular, and the district in general. Here, the student, along with consultation from his/her district administrator/mentor and the University program advisor, work out activities, contacts and/or readings that are particular to the student’s needs, as much as or perhaps, more than to a set curricula from the University. As he/she does this, it is assumed that he will select out meetings, contacts, conferences that will guide him/her in his/her pursuits of interest and need. More importantly, the role of the district fieldwork advisor is considered much more in the vein of a mentor than simply a supervisor. We want our students to select outstanding educational leaders for their fieldwork advisors in the clear credential program.

**Stand 7. School Collaboration.** For each credential preparation program, the program sponsor collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

**Collaborative Fieldwork Experiences**

**Preliminary Administrative Credential.**

SJSU has a "regular" Preliminary Administrative Credential Program for candidates who have not been assigned administrative/ supervisory functions by their school districts. These candidates are generally full-time teachers with a few years of teaching experience and little or no administrative leadership experience. These candidates take the sequence of required courses and participate in two semesters of supervised field experiences during their second year in the program. In collaboration amongst the candidate, the worksite supervisor (typically the principal or assistant principal), and the SJSU university supervisor, a work plan called “Goals and Objectives” is written to assure that the candidate experiences a broad range of administrative responsibilities. The plan is based on a self-assessment done by the fieldwork student, with input from both the worksite supervisor and the university supervisor. It is important that the candidate be exposed to important administrative experiences related to each of the principles of administrative practice, and the university supervisor works with the site supervisor to assure that this occurs during the two semesters. For example, it is expected that the candidate will work with and shadow the appropriate administrator to learn about budget preparation and management, staff evaluation, meeting facilitation, consensus building, curriculum development, testing, etc. The candidate maintains a written log and reflective journal around each goal. This journal of reflective practice encourages the candidate to reflect on the connection between theory and practice. The university supervisor comes to the worksite at least monthly to meet with the fieldwork student and with the worksite supervisor.
**The Administrative Intern Program.**

SJSU also has an Administrative Intern Program. This program is reserved for candidates who have been selected by cooperating school districts to perform administrative/supervisory functions for at least 50% of their assigned time. For these candidates, we offer a more intensive, work-related fieldwork experience, in addition to the sequence of required classes. Fieldwork starts right away during the intern’s first year in the program and continues through all four semesters. The collaboration effort (support team) is designed around:

- a.) the candidate,
- b.) the worksite supervisor (immediate supervisor) and
- c.) the university supervisor

A field-based work plan with detailed goals, activities, milestones, and personal evaluation standards is written to assure that the intern will be focusing on activities that are both consistent with his/her position and experience, and supported and endorsed fully by the support team. Moreover, considerable planning time is give to the student at this point in his/her program, to be sure that the internship experience does not only centers around the student’s day-to-day work activities, but covers a broad range of, management and leadership responsibilities and activities associated with k-12 school administration.

For example, it is expected that the site supervisor will share expertise with the intern in areas other than those assigned to the intern, and that the site supervisor will mentor/coach the intern in assigned areas as needed, like staff evaluation and meeting facilitation. The candidate maintains a written log and a reflective journal around each goal. This reflection on practice is shared with the SJSU university advisor and provides a basis for learning and discussion. The reflective journal encourages the candidate to reflect on the connection between theory and practice.

**Course Objectives for Ed Ad 242 A and B**

*(Addressing the Student)*

**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 an integral part of 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.

- **PROFESSIONAL RESUME**

- **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.

- **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:

1. Two major activities in **educational leadership** such as coaching a teacher, curriculum development, parent/community involvement, or staff development.
2. Two major activities in **educational management**, such as teacher scheduling, student scheduling, budget development and management, or special events planning.
3. One activity at a school that is at least 20% ethnically different from your school’s student population.
4. One activity in a district office administrative area such as: personnel administration, business affairs, staff and/or curriculum development.
5. One activity at a school level in which you do not ordinarily work.
6. One personal “take-care-of-yourself” goal.

- **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.

- **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.

- **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.

- **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.

- **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 a challenge for change was. 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 Achievement Summaries to place in your final exit Portfolio at the end of the two-year program.

- **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.

- **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. Noni Reis. We take these evaluations very seriously because they are important for the improvement of the program.

Standard 8. District Field Supervisors. Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services
authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the program sponsor.

SJSU has a “regular” program for candidates who have not been assigned administrative/supervisory functions by their school districts. These candidates are generally full-time teachers. These candidates take the sequence of required courses and participate in two semesters of supervised field experiences during their second year in the program. During these two semesters the candidate has the benefit of working with two experienced supervisors – the district supervisor and the University supervisor. To give and receive feedback and input. Typically, the worksite supervisor is a certificated school administrator, skilled and experienced in on-site supervision of teachers and administrators. There are times however, where the student will be placed under the supervision of an administrator other than his/her work site administrator if that supervisor has the experience or skills more appropriate to the needs of the student. Moreover, since the credential is so broad ranged, it is often necessary to have the fieldwork students move around the district to see the operation of various administrative and/or management positions. These students will have the benefit of feedback and reflection of a number of administrators. The less experienced the student, the more he or she will be asked to broaden her/his scope of field activities.

Frequently, the student will come into the program at the recommendation of an administrator in the district. Often, this will be the principal of the school where the student teaches, or perhaps another administrator familiar with the student’s career goals.

The problem surrounding the “quality of supervision” of the work site supervisor is more of time rather than skill. It is important that the role of the district supervisor is clear, the functions appropriate to his/her administrative situation, and where necessary, clarification of this role may have to be explained further by the University supervisor who is close to both situations – the coursework of the student, and the perceived expectations of the fieldwork program.

It is in this area that the Regional Advisory Boards play a major role. Much of the discussion at these meetings centers around the Fieldwork and internship aspect of the programs. The field administrators are always working with the University faculty to help make there part of program – mentoring and coaching of the fieldwork students – effective and enjoyable. More importantly, it is the field supervisors who help the University faculty identify and focus in on current school problems and issues. So, in the end, it is truly a collaborative enterprise between the worksite administrator and the University supervisor in playing out the important role of mentor and coach.

Oftentimes, these two role compliment one another. The University supervisor may look at a problem from a more theoretical perspective than the on-site administrator who may be right in the middle of things. Here, the student can get the benefits of addressing an issue or problem from two perspectives.

Another way to look at this problem of assuring that the fieldwork supervision of students if top grade is to recognize that administrative leadership skills are always being challenged by new practices and programs. The New Teacher Center model in Santa Cruz is a good example of this. Here we see school site administrators who are extremely well trained in coaching skills as a result of the impact of this program on their district. Moreover, the University staff recognizes that this movement – new teacher mentoring – is an important new trend in the
schools. Thus, in September of 2005, the Department allocated some $10,000 to have a four-day intensive training program in coaching skills run by the director of the New Teacher Center. Some 30 faculty and field supervisors will be attending this workshop in January of 2006.

Early in the fieldwork sequence, the candidate, worksite supervisor and SJSU University supervisor collaboratively, develop a “Goals and Objectives” Work Plan. This plan assures that the candidate will get a good “feel” for a broad range of administrative responsibilities and it inherently provides for a systematic way to assess and measure the success of the goals by both supervisors. The plan is based on the needs of the student at that particular time in his/her career as determined by a self-assessment questionnaire, and with input from both the worksite and university supervisors. It is important that the candidate be exposed to critical and challenging – i.e. teacher evaluation, student discipline, administration of athletics - administrative experiences related to each of the principles of administrative practice, and the university supervisor works with the site supervisor to assure that this occurs during the two semesters. For example, it is expected that the candidate will work with and shadow the appropriate administrator to learn about budget preparation and management, staff evaluation, meeting facilitation, consensus building, curriculum development, testing, etc. The candidate maintains a written log and reflective journal around each goal. This journal of reflective practice encourages the candidate to reflect on the connection between theory and practice. It also provides the two supervisors and basis of conversation and mentoring in the regular meetings.

The SJSU Educational Leadership Program believes that the role and function of the fieldwork/intern supervisors is most critical in the “from theory-to-practice” design of the program.

The university supervisor comes to the worksite at least monthly to meet with the fieldwork student and with the worksite supervisor in order to assess progress. The final approval that the candidate has successfully met the expected criteria is in the agreement and signed approval of both the supervisors. (See syllabus for EdAd 242B.) Moreover, the students get an opportunity to assess and evaluate the work of the supervisors at the end of his/her fieldwork experience. It is from these evaluations that the University can make improvements in the work of the supervisors and continually move forward toward improving the overall supervision activities.

SJSU also has an Administrative Intern Program. This program is reserved for candidates who have been selected by cooperating school districts to perform administrative/supervisory functions for at least 50% of their assigned time. For these candidates, we offer a more intensive, work-related fieldwork experience, in addition to the sequence of required classes. Fieldwork is done during the intern’s first year in our program and the support continues through all four semesters. In collaboration amongst the candidate, the worksite supervisor (immediate supervisor) and the university supervisor, a work plan is written to assure that the intern is supported in her/his work situation and, at the same time, has the opportunity to experience the broad range of responsibilities associated with school administration. For example, it is expected that the site supervisor will share expertise with the intern in areas other than those assigned to the intern, and that the site supervisor will mentor/coach the intern in assigned areas as needed, like staff evaluation and meeting facilitation. The candidate maintains a written log and a reflective journal around each goal. This reflection on practice is shared with the SJSU university advisor and provides a basis for learning, discussion and mentoring. The
reflective journal encourages the candidate to reflect on the connection between theory and practice. (See syllabus for EdAd 242A.)

The guidance, advice, feedback and support provided by the two experienced supervisors assist the new intern administrator in the performance of his/her role and helps to facilitate the development of professional norms. This sharing of knowledge and practical experiences is of great benefit to the candidate. This also serves as the basis of a mentoring component of the professional work of the candidate and may continue to serve them in the future on an ongoing basis.

Important factors of the mentoring style component of support may include:

- a collaboratively developed plan by the candidate, the university supervisor and the district supervisor
- regularly planned meetings to reflect on the candidate’s changing needs and possible professional development needs
- activities that are appropriate to the individual needs of beginning administrators and are provided in ways that encourage reflection, build trust, and facilitate professional growth and development.

The “dual supervision team” of the district and university provided in fieldwork is an excellent foundation for establishing trusting and successful experiences for future mentoring opportunities.

This mentoring component can lead to more individual or group activities in job-alike meetings as the candidate moves through administrative work. It can be done one-on-one online from the university supervisor. This support is available after formal completion of the program.

To best understand the nature and design of the fieldwork/intern programs, it is best to study the scope and sequence of the curricula for these courses. This is shown below:

**Program Objectives for Ed Ad 242 A and B**

**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.

• PROFESSIONAL RESUME
• 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.
• 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:

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

• 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 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.

- 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.

- 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.

- 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 Achievement Summaries to place in your final exit Portfolio at the end of the two year program.

- 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.

- 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. Noni Reis. We take these evaluations very seriously because they are important for the improvement of the program.
PART II SECTION II –CALIFORNIA STANDARDS OF QUALITY AND EFFECTIVENESS FOR PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAMS

Section 1. Preconditions for the Approval of the Administrative Services Credential Programs

1.1 General Preconditions Established by the Commission

Pursuant to Education Code §44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

1.1a Accreditation and Academic Credit. To be granted initial accreditation or continuing accreditation by the Committee on Accreditation as a program of professional preparation, the program must be proposed and operated by an institution of higher education that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting bodies, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both. This provision does not apply to alternative (non-university based) programs, however, such programs must include in their program proposal verification of the entity’s governing board’s approval of sponsorship of the program.

The SJSU Administrative Leadership Program:

(a) SJSU is fully accredited by the Western Association of Schools and College and (b) grants both baccalaureate academic and post-baccalaureate credit.

1.1b Responsibility and Authority. To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, the institution or sponsoring agency shall provide the following information:

(1)

(a) Identify the position within the entity’s organizational structure that is responsible for the ongoing oversight of all credential preparation programs offered by the entity (including credential programs offered by the extension division, if any).

(b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the entity. If a reporting relationship is indirect, describe levels of authority and responsibility for each credential program.

The SJSU Administrative Leadership Program:

(a) The College of Education has, under its administrative authority, a CCTC certified (accredited) Credentials Office. This office, in coordination to the state level credential office, handles the official verification, documentation and processing of all education credentials offered by the University.

1.13 Personnel Decisions. To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations.
These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

The SJSU Administrative Leadership Program: The university makes all decisions without considering differences due to gender or other constitutionally or legally prohibited considerations.

1.14 Demonstration of Need. To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

The SJSU Administrative Leadership Program:

The department conducts ongoing need assessments with the school districts in its service area.

1.15 Practitioners’ Participation in Program Design. To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program’s philosophical orientation, educational goals, and content emphases.

The SJSU Administrative Leadership Program:

Staff who teach in the department are actively involved with the design and development of the program’s philosophical orientation, educational goals and content emphasis.

1.16 Commission Assurances. To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all applicable standards if program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the entity will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within the four years of the initial enrollment of candidates in the program, and (b2) that the program sponsor will respond to all requests for data regarding program enrollments and completions within the time limits specified by the Commission.

The SJSU Administrative Leadership Program:

The program has been designed specifically with the standards adopted by the Commission. The department cooperates with the external evaluation team and responds promptly to all requests of the Commission.

1.17 Requests for Data. To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the entity must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
The SJSU Administrative Leadership Program:

The department responds promptly to all requests of the Commission. The department cooperates with the external evaluation team and responds promptly to all requests of the Commission.

The department responds promptly to all requests of the Commission.

2.0 General Preconditions Established by State Law

2.1 Instructor Participation. Each instructor who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code Section 44227.5 (a) and (b). C

The SJSU Administrative Leadership Program:

Since this is a State law and part of the Education Code, the College of Education requires the same standard for all its special credential professors and instructors. This requirement is verified in the faculty member’s dossier which is maintained by each faculty member, monitored by the Department chair, and qualified regularly by the College of Education Promotions and Tenure Committee.

2.2 California Basic Educational Skills Test. In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test. The entity shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. Reference: Education Code Sections 44252(f) and 44225(n). Instructor Participation. Each instructor who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code Section 44227.5 (a) and (b).

The SJSU Administrative Leadership Program:

For Internship Programs: In each internship program of professional preparation candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern administrative responsibilities. Reference: Education Code Section 44252(b).

2.3 Certificate of Clearance. An entity that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until a candidate obtains a Certificate of Clearance from the Commission which verifies the candidate’s personal identification. Reference: Education Code Section 44320(d)

San Jose State’s Response

Preconditions Established in State Law for Internship Programs
For initial and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law.

**Bachelor’s Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Section 44453.

All candidates admitted to our Intern program hold baccalaureate degrees at minimum.

**Supervision of Interns.** In an internship program, the participating institutions shall provide supervision of all interns. No intern’s salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. (Reference: Education Code Section 44462.) Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

All interns admitted into the Preliminary Intern Program at SJSU are assigned a university advisor, a fieldwork supervisor (both of whom are almost always tenure or tenure-track SJSU EDAD faculty) and a work supervisor (the intern’s immediate supervisor). The intern’s salary is not affected by this. All of our interns are hired into administrative positions by the school district prior to enrolling in our internship program or while enrolled in our Preliminary Credential Program and are placed on the appropriate level of that district’s administrative salary schedule. We do not recruit and place interns. The university fieldwork supervisor is paid by SJSU as part of that faculty member’s base salary; supervision is counted as half of that faculty member’s teaching load. Two of our full-time faculty currently supervise interns, one working with interns in Santa Clara County and the other in the counties which we serve to the south.

The work supervisor is paid as part of that person’s regular work duties, offers direct supervision of the intern, and meets monthly with the university supervisor at the school site. There is no addition salary associated with the SJSU intern program. In addition, we require that each district sign an “Intern Agreement Form” which amongst other things requires that a work supervisor be assigned. See course syllabus for EDAD 242A.

**Assignment and Authorization.** To receive approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. (Reference: Education Code Section 44454.) The institution stipulates that the interns’ services meet the instructional or service needs of the participating district(s). (Reference: Education Code Section 44458.)

All interns are employees of public school districts or county offices of education. They are hired into an established administrative position by the district and then enrolled in the Intern Program at SJSU. Typically, our interns have been certificated staff members within a district and are recruited to apply for an administrative opening within that district. When hired, the new administrator applies for admission into the Preliminary Administrative Services Intern Program. See course syllabus for EDAD 242A.
**Participating Districts.** Participating districts are public school districts or county office of education. Submissions for approval must identify the specific districts involved and the specific credential involved. (Reference: Education Code Section 44321 and 44452.)

All public school districts and county offices of education within our service region may choose to hire a qualified person into an established administrative position within that district and then help that person enroll in the Intern Program at SJSU. When the district certifies that the person has been hired, SJSU reviews that person’s record to certify that the person is qualified to serve in that position, and we help that person obtain an Intern Credential and entrance into our Preliminary Administrative Services Credential Program.

**Specific Preconditions Established by the Commission for Internship**

**Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

Because interns are hired as the administrator and paid full administrative salary, this is not possible. In twenty-five years of operating an intern program, we know of no instance in which this has occurred.

**Justification of Internship Program.** Where an institution submits a program for initial or ongoing approval, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Commission agreeing or disagreeing with the justification that is submitted.

SJSU has operated an approved Intern Program for more than twenty-five years. In almost all cases that lead to enrollment of an intern at SJSU, a district has an administrative position vacancy and chooses to hire an in-house certificated employee to fill that position. Often the position has been advertised, and the district decides that the most qualified person is an in-house employee who does not yet have her/his administrative credential. Sometimes the person hired has participated in a formal leadership training program within the district, i.e.: mentor, internship, lead teacher, resource teacher, that did not require an administrative credential. Local district practices require that a local university granting preliminary credentials offer an intern option in order to hire in this way.

SJSU does not recruit interns and place them in school districts in paid administrative positions. Thus our response to this Precondition is different from a university that organizes its internship program differently.

We do require that each district sign a formal agreement with us when enrolling an intern into our program.

**Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs**
Category I: Program Design, Coordination and Curriculum

STANDARD 1: PROGRAM RATIONALE AND DESIGN. The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences – some that are carried out in the field and some that occur in non-field settings – that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on the Candidate Competence and Performance Standards in Category III.

The Preliminary Administrative Services Credential

Program Rationale and Design

Our program is designed around a cohesive curriculum and program organizational structure that forms not only a logical sequence among the various instructional components, but also provides for systematic and timely coordination and implementation of critical program milestones, such as formal admittance and acceptance to the graduate school and to candidacy in the program and the assignment of a qualified faculty advisor with whom the candidate will work closely during his/her two year program at the University. Once a candidate is accepted into the program, he/she is assigned an advisor. In EDAD 200, s/he is given a comprehensive orientation to the University, the Library, the computer center and to the overall Preliminary Credential Program. In Spring 2002, faculty revised the Student Handbook to give more information and to answer commonly asked questions. The Student Handbook, along with many other documents concerning Educational Administration can be found on the Ed Ad website http://www.sjsu.edu/edleadership.

This handbook complements and extends official policy regulations found in the University Catalog and personalizes the candidate’s acceptance into the Program. More importantly, it sets forth the standards of expectation critical for success both academically and professionally. It is important to note that this Handbook is the product of research and evaluation of our program over the past three years, from which student input and important anecdotal records of student experiences and comments have formed the major elements of the material presented.

Built into the program are critical points for systematic monitoring, verifying and assessing a candidate’s progress, and his/her demonstrated “fitness” for the leadership challenges that not only our program sets forth but for those that the field of public school administration demands. In particular, the close relationship that is established between the university supervisor, who is in almost all cases a tenured or tenure-track EDAD faculty member at SJSU, and the site supervisor during fieldwork experiences and that continues through the exit portfolio exhibition required of all graduates since 1992, helps maintain a vital checks and balances on the progress our students are making.

A major emphasis of the curriculum presented in each course is built around and/or taken from real life experiences of schools, administrators, teachers, and others in schools in the SJSU service area. Our program demands that our department establish and maintain a close, integral
relationship with area schools and administrators; and our faculty are encouraged and rewarded
for working with educational leaders throughout this region, state, and nation. Our department
maintains, and has maintained for the past twenty years, two Advisory Boards, one in the North
and South regions of our service area. These boards are made up of local administrators, board
members, former and present students, community members, and business leaders. The South
Advisory Board also has a faculty member from California State University – Monterey Bay, a
new university who will develop an Educational Leadership Program in six to eight years for
Monterey Bay service area. These Advisory Boards are instrumental in providing the
Department with valuable and timely advice, criticism, and support as the year progresses. The
Advisory Boards meet twice each year. Although it takes considerable effort and some financial
resources to maintain these Advisory Boards at a quality level, we believe that they form a
crucial part of the integrity of the program and serve to validate not only the design and direction
of the curriculum per se, but also the nature and form of the learning environment our students
experience, as well as the quality and character of our students, our faculty and our field based
colleagues who work side-by-side with us in instruction, fieldwork, scholarship, and program
evaluation.

The Educational Leadership program has expanded from a basic Preliminary Credential
Tier 1 and Professional Credential Tier 2 program into a program, which leads in school reform,
administrator preparation, and teacher leadership preparation. The program has grown from four
faculty members and 150 students five years ago to a program with nine full time, tenured/tenure
track faculty and over 400 students during 2005-2006. We graduated 120 Master’s Degree
students in May 2004.

Reviewing and revising the SJSU Preliminary Administrative Services Credential
Program (Tier 1) has involved an ongoing discussion amongst faculty, our students, our alumni,
experienced practitioners, both of our formal Advisory Boards, and colleagues at other
universities. During the academic year 2000-2001, we wrote a new Vision statement for the
Educational Leadership program which defines our vision and mission. The new Vision
statement is the basis for all our discussions about course syllabi, teaching strategies, and
program revisions. We believe that our Vision statement, program knowledge base, and the
scope and sequence of our courses and curricula woven throughout this document are
educationally sound and provide our students, the emerging educational leaders of the schools in
our region, with the skills, attitudes and behaviors to meet the needs of the increasingly diverse
student population our public schools serve.

From our ongoing dialogue, we realized that increasingly our instructional program is
centered around five themes:

**Leadership Concepts and Management Strategies**

We also recognize the centrality of the five thematic areas defined by CTC:

(b) Organizational and Cultural Environment

c) Dynamics of Strategic Issues Management

d) Ethical and Reflective Leadership

e) Analysis and Development of Public Policy

(f) Management of Information Systems and Human and Fiscal Resources

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During the academic year 1999-2000, we reviewed our program and our course syllabi to examine how we could improve learning experiences to help candidates become better prepared to build equity in diverse communities. We moved away from an emphasis on facing challenges in diversity to building equity in diverse communities as a major focus of our program. During 2000-2001, the Vision statement was created to reflect the emphasis on our five new themes or concepts for the program. In developing our new Vision, we worked closely with the K-12 practitioners on both our North and South Advisory Boards, with the Lifelong Learning and Leadership collaborative with Oak Grove and Campbell districts funded by the Noyce Foundation, with College of Education faculty from Elementary Education and Special Education, with an ARC diversity consultant, a Hewlett Packard consultant who is now national director for the Coalition of Essential Schools, and with K-12 practitioners who work as Ed Ad adjunct professors. We had seven lengthy meetings during 2000-2001 to create a new Vision statement. The Ed Ad faculty met during 2001-2002 to make sure that all syllabi were revised to incorporate the new Vision statement and the California Professional Standards for Educational Leaders. All six standards and their subheadings were incorporated into course syllabi for the Preliminary Administrative Services Credential program and also the Professional Administrative Services Credential program. During 2001-2002, all syllabi were revised to meet the new Vision statement, the new emphasis on building equity, and the deep understandings we wished candidates to have in each area.

VISION OF THE SJSU EDUCATIONAL LEADERSHIP ADMINISTRATION PROGRAM

| 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. |
Leadership Concepts and Management Strategies

Understanding: 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?

Knowledge and skills applied in classroom, school, district, and community

Candidates will:

- Create a culture that values risk-taking and courage
- Understand, communicate and use district, school and class data to set goals, measure progress, and make decisions in an on-going cycle of reflection to increase student success
- Develop and practice effective communication skills, including listening, speaking/presenting, writing/publishing
- Solve issues through skillful communication (listening, reflecting, questioning, framing problems) and collaboration
- Facilitate effective and productive meetings where participants come informed and share responsibilities
- Model and coach effective instructional practices, leadership strategies, lifelong learning, and individual accountability
- Foster and nurture productive teamwork through relationship building
- Promote school climates, cultures and structures that recognize differential support needs for teachers who in turn develop differential strategies and supports for students
- Contribute to as well as use community resources
- Manage time and balance competing priorities

Role of Schooling 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 which affect student achievement?

Knowledge and skills applied in classroom, school, district, and community:

Candidates will:

- Determine stakeholders and their interests and degree of buy-in

93
Understand the historical perspective of school reform
Understand the development and implementation of state and local policies and how policy affects practice
Make the school a more democratic institution by engaging appropriate stakeholders to understand and promote optimal student learning
Critically analyze the roots of inequity and injustice in schools and society
Prepare and engage students as active participants within their communities
Recognize, identify, name and address institutional conditions and instances of inequity and injustices particularly related to race, class, language, gender and sexual orientation
Use the media proactively to advocate for public schooling and student learning

Building Equity in Diverse Communities
Understanding: Educational leaders proactively advocate for equity and deliver appropriate and effective educational services responding to the needs of our diverse communities.

Essential Question: How do school leaders optimize student success within diverse communities?

Knowledge and skills applied in classroom, school, district, and community:
An overall view of the diversity of students in just the Santa Clara County schools that we serve is shown below: The school districts in the other counties, Santa Cruz, Monterey and San Benito are even more impacted with minority student populations.

FACTS ABOUT SANTA CLARA COUNTY PUBLIC SCHOOLS
Information in this report is updated annually and is current as of July, 2007. Set in sunny California, Santa Clara County is home to many technology companies and several renowned universities.

<table>
<thead>
<tr>
<th>Population</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>California State</td>
<td>34 million</td>
</tr>
<tr>
<td>Santa Clara County</td>
<td>1.7 million</td>
</tr>
</tbody>
</table>

Santa Clara County Area: 1,312 square miles

<table>
<thead>
<tr>
<th>Student Enrollment 2006-2007</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>California K-12</td>
<td>6.5 million</td>
</tr>
<tr>
<td>Santa Clara County K-12</td>
<td>251,198</td>
</tr>
</tbody>
</table>

Percent of State Enrollment: 5%
### SANTA CLARA COUNTY PUBLIC SCHOOLS

#### Racial/Ethnic Distribution of K-12 Students 2006-2007 (Ed-Data Website) (As % of Enrollment)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic (Latino)</td>
<td>36.1</td>
</tr>
<tr>
<td>White (Not Hispanic)</td>
<td>26.2</td>
</tr>
<tr>
<td>Asian</td>
<td>24.8</td>
</tr>
<tr>
<td>Filipino</td>
<td>5.1</td>
</tr>
<tr>
<td>African-American</td>
<td>3.3</td>
</tr>
<tr>
<td>Multiple or no response</td>
<td>3.6</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>.7</td>
</tr>
<tr>
<td>American Indian</td>
<td>.5</td>
</tr>
</tbody>
</table>

#### Number of Languages and Dialects Spoken by Students

Over 55

#### Spending Per K-12 Student for 2002-2003

<table>
<thead>
<tr>
<th>Level</th>
<th>Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>$7,064</td>
</tr>
<tr>
<td>High School</td>
<td>$8,538</td>
</tr>
<tr>
<td>Unified</td>
<td>$8,161</td>
</tr>
</tbody>
</table>

Santa Clara County's average spending per pupil: $7,712

#### Number of Public School Districts

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>21</td>
</tr>
<tr>
<td>High School</td>
<td>5</td>
</tr>
<tr>
<td>Unified</td>
<td>6</td>
</tr>
<tr>
<td>Community College</td>
<td>4</td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Total K - 14 Districts</td>
<td>36</td>
</tr>
</tbody>
</table>

**Number of Public School Sites**

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>233</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Schools</td>
<td>58</td>
</tr>
<tr>
<td>High Schools</td>
<td>40</td>
</tr>
<tr>
<td>Total K - 12 Sites</td>
<td>331</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>7</td>
</tr>
<tr>
<td>Total K - 14 Sites</td>
<td>338</td>
</tr>
</tbody>
</table>

Since our students come from the schools in these highly impacted student minority populations we have to be cognizant of, and empathic to, the leadership needs and cultural exigencies that influence the learning environment of these schools, and their students. For this reason, we practice a vigorous affirmative action recruitment program in our faculty recruitment efforts, and make sure that our instructional leadership program is balanced and representative of the ethnic profile of the school districts and students we serve. One way to do this is to bring on ethnic who are exemplary administrative leaders in their schools onto the staff to consult with faculty, teach classes, give lectures, etc.
Candidates will:

- Identify and challenge personal beliefs and assumptions about all children and their communities
- Maintain high expectations for all students
- Demonstrate a deep understanding of differences that affect student learning and implement appropriate strategies
- Develop close personal and positive working relationships with students and their families by personalizing teachers' and administrators' understanding of the range of needs and backgrounds of students
- Understand the politics that surround issues of diversity in our communities and advocate for the needs of all children
- Analyze and utilize disaggregated and triangulated data to make decisions that optimize learning for all students
- Foster resiliency that demonstrates caring, high expectations, support, and participation for all members of the educational community
- We see this collaboration as a critical element of our program as the demographic and ethical makeup of the public and private schools in our service area are dynamic and ever changing. An example of this is shown in Table 1., the ethnic profile of two of our largest school district areas, San Jose and Salinas.

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 of our students.

Essential Question: How do school leaders understand, manage and sustain systemic change that optimizes student success?

Knowledge and skills applied in classroom, school, district, and community:

Candidates will:

- Model the stages of the change process and demonstrate leadership managing a change process
- Articulate a clear vision for equitable schooling and build consensus with peers around this vision
- Acknowledge the difference between change and transition and develop and implement a plan to help others transition
- Know the history of change within organizations
- Understand the unique history and culture within your own school and/or district and the implication for current change efforts
Recognize conflict as a learning opportunity and support others through conflict/resistance

Demonstrate courage in helping someone in a leadership position become more effective

Conduct collaborative action research based on collecting and using disaggregated and triangulated data in order to implement and/or assess a change effort focused on student learning

Inquiry, Research, Learning and Reflective 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?

Knowledge and skills applied in classroom, school, district, and community:

Candidates will:

Read and interpret qualitative and quantitative research to provide a rationale that informs practice and maximizes learning for all members of the school community

Understand, communicate and use district, school and class data to set goals, measure progress, and make decisions in an on-going cycle of reflection to increase student success

Communicate relevant research in language that is understandable to staff, parents and students

Communicate about practice as a teacher and teacher leader using descriptive, analytical, and reflective writing

Conduct collaborative action research based on collecting and using disaggregated and triangulated data in order to implement and/or assess a change effort at your school

Following the development of the Vision for Educational Leadership and the revision of all course syllabi, we also revised the portfolio criteria and the portfolio evaluation rubric to be consistent with the Vision to assure that we were measuring student abilities in the areas we had set our focus. We also discussed and incorporated the California Professional Standards for Educational Leaders into each course syllabus as standards under each of our five themes from the Vision statement.

Program Design

EDAD 200 - School Administrator: The Manager
EDAD 201 - School Administrator: The Leader
EDAD 202 - School Administrator: The Educator
EDAD 203 - School Administrator: Human Resources Administrator
EDAD 204 - School Administrator: Fiscal and Legal Leadership
EDAD 205 - School Administrator: Leader in the Community
EDAD 206 - School Administrator: The Advocate for All Students
EDAD 242A - Internship in School Administration (interns only)
EDAD 242B - Field Work in School Administration (non-interns only)

Candidates are required to earn a minimum of 30 units and successfully complete a portfolio exhibition in order to earn their Preliminary Administrative Services Credential. EDAD 202 is a six unit course; all others are three units. At least six units of Field Work taken over two semesters are required.

Candidates enroll as a cohort group, that is they begin the program together and take all core classes together over four semesters. Students take EDAD 200 and 201 in the Fall semester, EDAD 202 in the Spring, EDAD 203 and 204 in the second Fall semester, and EDAD 205 and 206 in the second Spring semester. If the student is an intern, he/she enrolls in EDAD 242A both semesters of his/her first year. If the student is not an intern, he/she enrolls in EDAD 242B in both semesters of his/her second year. The portfolio requirement is met during one’s last semester in the program.

If the student is earning a Master’s degree, s/he also takes Ed Ad 253: Seminar in Administration as the capstone course to complete the M. A. Action Research.

From our work on revising syllabi and reviewing the program in 2006-2007, we have discussed and debated the California Professional Standards for School Leaders (CPSEL). Each of the six standards and the sub-categories have been infused as standards in one or more of our course syllabi under the five themes from the Vision for Educational Leadership.

We see this whole program matrix being played out in the following “cognitive map” of courses, concepts, and learning strategies.

| EDAD 200/201 (# identify the CCTC standard assessed) | EDAD 202 (# identify the CCTC standard assessed) | EDAD 203/204 (# identify the CCTC standard assessed) | EDAD 205/206 (# identify the CCTC standard assessed) |
| Leadership & Management | Curr., Inst., & Assessment | Human Resources & Fin./Law | School Com./Advocate |
| Essential Questions (#10) | Essential Questions | Essential Questions (#14) | Essential Questions |
### Major Assignments

11. Your Reflective Journal/Creating Deeper Understanding
12. Participation: Peer collaboration and thoughtful class participation are expected.
13. Interview two administrators such as a principal and a superintendent. In addition, interview someone not in a formal school leadership position whose leadership you respect greatly.
14. School Management Issue (#12)
15. Observation of a School Board Meeting (#15)
16. Lead a Meeting at School
17. School Improvement Recommendation
18. Essential Questions Paper (#10)
19. Action Research—Data Begin Defining (#13)
20. School Profile Data
11. Analytical report on communication, outreach, and inclusion (#13) – do we do this?

### Assesses:

- CCTC Standard 10: Vision of Learning; Standard 12: Organizational Management for Student Learning; Standard 13: Working with Diverse Families and Communities; Standard 15: Political, Social, Economic, Legal, and Cultural Understanding

### Action Research Begins

- MA Guidelines Introduced
- Action Research Begins
- Defining the Action Research Understanding Data

### Portfolio Guidelines Introduce

- Portfolio Evidence

### Portfolio Evidence

- **Major Assignments**
  - 1. Reflective Journal Writing
  - 2. Understanding by Design Unit (#11)
  - 3. Define Action Research (#11)
    - Background
    - Problem Statement
    - Purpose
    - Research of Literature
    - Methodology
    - Intervention
  - 4. School data
  - 5. Use of Excel
  - 6. Research tools/Library/Internet

### Action Research Developing

- Action Research Developing
  - • Implement intervention
  - • Analyze data
  - • Begin to answer research questions

### Complete Action Research

- • Findings-Research questions
- • Conclusions
- • Recommendations
- • Evaluation of process
- • Abstract
- • Exhibition & Sharing

### Portfolios Guidelines Introduce

- Portfolio Evidence

### Portfolio Evidence

- **Major Assignments**
  - 1. Reflective Journal writing
  - 2. Personal Resume
  - 3. Teacher Observation & write-up
  - 4. Excel Spreadsheet management & formulas
  - 5. Document search for master contract
  - 6. School & District Policies
  - 7. Write a FICA memo
  - 8. Research groups produce PowerPoint on selected relevant topics
  - 9. Embedded professional development plan for faculty (#12)
  - 10. Analysis of school budget as it relates to student learning goals (#15)

### Assesses:

- CCTC Standard 12: Organizational Management for Student Learning; Standard 14: Personal Ethics and Leadership Capacity; Standard 15: Political, Social, Economic, Legal, and Cultural Understanding

### MA Guidelines Introduced

- Action Research Begins
- Defining the Action Research Understanding Data

### Reading

- **Readings:**
  - Morley, C. L. (1994). How to get the most out of meetings

### Finalize Portfolio with Themes, Essays, & Evidence

- **Readings:**
  - Bridges, Managing Transitions California Commission on Teacher Credentialing (1997).
  - California standards for the teaching profession: A description of professional practice for California teachers.
  - California School Leadership Academy at WestEd (2001).
  - California professional standards for the educational leaders.

- **Readings:**

- **Readings:**
| --- | --- | --- |
Program Coordination

Given the increasing diversity of the K-12 student population in our region and the vocal criticism regarding the readiness of high school graduates to enter the university or the work force, it is imperative that preparation of school administrators be clearly focused on the skills, attitudes and behaviors needed by school leaders to lead the systemic change efforts that will improve the quality of life and learning for all students within our region. Research clearly demonstrates the relationship between quality school leadership and student achievement. The Educational Administration faculty at SJSU see this as our mission.

We also see our role as collaborators with experienced school leaders, to help them translate the knowledge base about school leadership into working action plans that benefit all students. This is the mandate for a quality program in Educational Administration at the Metropolitan University of Silicon Valley - a metaphor for San Jose State University being used by our former President, Robert Caret, and strongly endorsed by our faculty senate. It is a metaphor that we understand and strongly support.

Our department maintains, and has maintained for the past twenty years, two Advisory Boards, one in the North and South regions of our service area. These boards are made up of local administrators, board members, former and present students, community members, and business leaders. The South Advisory Board also has a faculty member from California State University – Monterey Bay, a new university who will develop an Educational Leadership Program in six to eight years for Monterey Bay service area. These Advisory Boards are instrumental in providing the Department with valuable and timely advice, criticism, and support as the year progresses. The Advisory Boards meet twice each year. Although it takes considerable effort and some financial resources to maintain these Advisory Boards at a quality level, we believe that they form a crucial part of the integrity of the program and serve to validate not only the design and direction of the curriculum per se, but also the nature and form of the learning environment our students experience, as well as the quality and character of our students, our faculty and our field based colleagues who work side-by-side with us in instruction, fieldwork, scholarship, and program evaluation.

Our program is designed around a cohesive curriculum and program organizational structure that forms not only a logical sequence among the various instructional components, but also provides for systematic and timely coordination and implementation of critical program milestones, such as formal admittance and acceptance to the graduate school and to candidacy in the program and the assignment of a qualified faculty advisor with whom the candidate will work closely during his/her two year program at the University. Once a candidate is accepted into the program, he/she is assigned an advisor. In EDAD 200, s/he is given a comprehensive orientation to the University, the Library, the computer center and to the overall Preliminary Credential Program. In Spring 2002, faculty revised the Student Handbook to give more information and to answer commonly asked questions. The Student Handbook, along with many other documents concerning Educational Administration can be found on the Ed Ad website http://www.sjsu.edu/edleadership.
This handbook complements and extends official policy regulations found in the University Catalog and personalizes the candidate’s acceptance into the Program. More importantly, it sets forth the standards of expectation critical for success both academically and professionally. It is important to note that this Handbook is the product of research and evaluation of our program over the past three years, from which student input and important anecdotal records of student experiences and comments have formed the major elements of the material presented.

Built into the program are critical points for systematic monitoring, verifying and assessing a candidate’s progress, and his/her demonstrated “fitness” for the leadership challenges that not only our program sets forth but for those that the field of public school administration demands. In particular, the close relationship that is established between the university supervisor, who is in almost all cases a tenured or tenure-track EDAD faculty member at SJSU, and the site supervisor during fieldwork experiences and that continues through the exit portfolio exhibition required of all graduates since 1992, helps maintain a vital checks and balances on the progress our students are making.

A major emphasis of the curriculum presented in each course is built around and/or taken from real life experiences of schools, administrators, teachers, and others in schools in the SJSU service area. Our program demands that our department establish and maintain a close, integral relationship with area schools and administrators; and our faculty are encouraged and rewarded for working with educational leaders throughout this region, state, and nation. Our department maintains, and has maintained for the past twenty years, two Advisory Boards, one in the North and South regions of our service area. These boards are made up of local administrators, board members, former and present students, community members, and business leaders. The South Advisory Board also has a faculty member from California State University – Monterey Bay, a new university who will develop an Educational Leadership Program in six to eight years for Monterey Bay service area. These Advisory Boards are instrumental in providing the Department with valuable and timely advice, criticism, and support as the year progresses. The Advisory Boards meet twice each year. Although it takes considerable effort and some financial resources to maintain these Advisory Boards at a quality level, we believe that they form a crucial part of the integrity of the program and serve to validate not only the design and direction of the curriculum per se, but also the nature and form of the learning environment our students experience, as well as the quality and character of our students, our faculty and our field based colleagues who work side-by-side with us in instruction, fieldwork, scholarship, and program evaluation.

The Educational Leadership program has expanded from a basic Preliminary Credential Tier 1 and Professional Credential Tier 2 program into a program, which leads in school reform, administrator preparation, and teacher leadership preparation. The program has grown from four faculty members and 150 students five years ago to a program with nine full time, tenured/tenure track faculty and over 400 students during 2005-2006. We graduated 120 Master’s Degree students in May 2004.

The Urban High School Leadership program recruits teams of teachers from local high schools to earn their Preliminary credentials in a cohort group along with the M. A. in Teacher Leadership. The Urban High School program begins its third cohort group with 57 students in fall 2002. In close collaboration with school districts, this program
has met the critical need for high school administrators by recruiting and educating teachers to become administrators.

The cohort program in districts for teacher and administrator leadership has grown to four districts with classes taught on-site in districts as teams of teachers earn the credential, earn the M.A. in teacher leadership, and use team Collaborative Action Research projects to solve school problems. We have graduated cohorts of students in Oak Grove, Campbell, Gilroy, Saratoga, Santa Clara Unified, and Moreland. Los Altos and Whisman as well as Gilroy and Saratoga are currently in their first cohort. Local school and district administrators co-teach many of these courses with SJSU faculty.

Our special outreach to serve the growing need for administrators in the Monterey-Salinas area continues to grow. We now have two cohorts of Tier 1 students taking classes at the Monterey County Office of Education. Another program is the Leadership in Equity and Achievement Design (LEAD) Center, a Regional Center with the Coalition of Essential Schools. Students in these cohorts are composed of school teams interested in small schools and school reform. We began our second LEAD cohort in fall 2002.

Beginning in 2004 we began a joint doctoral program in Leadership for Educational Equity with the University of California at Berkeley; California State University, Hayward, and San Francisco State University. The program has had the good fortune of being able to draw upon the experience and perspectives of colleagues from all four campuses. The main focus of the program is a joint doctoral program in Urban Educational Leadership.

Starting in the summer of 2005 we will begin a second joint doctoral program, this time with University of Santa Cruz. Our department chairman, Dr. Barbara Gottesman, and a faculty member, Dr. Noni Reis, were instrumental in writing the description of the academic program that was approved. The focus of this joint doctoral program will be Educational Leadership.

Finally, the Department draws much of its strength from its close and integrated association with the College of Education and its other professional credential programs, and with the seven other Colleges in the University. The nature of this strength takes on many forms: our faculty serve on important University and system-wide committees and boards; professors from other disciplines, when appropriate, are invited to visit our classes and discuss their areas of interest and research; our students are encouraged to take courses in other departments and disciplines; and our credential programs form the core of our highly recognized and nationally accredited NCATE standards for graduate education and the M.A. Degree in Education. Under the leadership of our Department chair, our Department is fully supported by the Dean, Provost, and University President.

In the summer of 2001, the new Dean of the College of Education, Dr. Susan Meyers, divided the College into eight departments instead of programs in four divisions. Dr. Dr. Noni Reis is Departmental chair for the separate Department of Administration and Higher Education. The Departmental chair has the responsibility for Departmental operations:

- Program management
- Budget management
- Evaluations of faculty
- Chairing Ed Ad faculty meetings
- Acting as Graduate Coordinator in working with the Graduate School
- Coordinating Advisory Boards, cohorts, centers, and programs
- Sitting on the Dean’s Council of Chairs
- Supervising the program coordinators
- Working with students on advising and solving problems
- Working closely with SJSU admissions
- Working closely with the credentialing office
- Supervising the office staff
- Coordinating building of the course schedule each semester and other coordination tasks as required
- Coordinating completion of reports as required

Release time is provided for this position. At the present time, Dr. Reis’s position is 40% chair and 60% faculty for the current enrollment of 400 students. The Departmental chair reports to the Dean and serves at the pleasure of the Ed Ad faculty.

**Standard 3: Development of Professional Perspectives**

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

We expect the professional educators who enter our program to learn the skills, attitudes and behaviors to lead schools in which all students are expected and supported to use their minds and hearts well; this is the center of the knowledge-base that guides our teaching. A model of the administrative persona supports that base. Three roles - educator, manager, and leader - depict the school administrator's public arenas for practice. When administrators exercise one of these roles, they are usually visible to other people, and the effects of their actions are open to scrutiny. The fourth element in our model, the inner person, is mostly private, but it drives the public aspects. Intersections among the three roles and the inner person represent the real mix in an administrator's performance. After all, real world leaders commingle sound management simultaneously with their roles as leaders and educators. In using the model during the last few years, we have rarely encountered an important knowledge or skill that does not fit somewhere in the model. It has helped us sort out the lonely, stressful life of the administrator's world; and that has proved its utility to us. We use the Administrator Persona graphic on the front of this report as an organizer for our courses. Look briefly now into each aspect.

The educator role attends to those concerns which are exclusively those of the school administrator as opposed to administrators in other fields. The instructional program is the central focus of schooling. All management and leadership activities in schools need to be directed toward improving the quality of life and learning for all
The primary role of the school leader is to facilitate teaching and learning in school. In order to provide this leadership the school leader needs to have an understanding of curriculum, instruction, student assessment and program evaluation and an appreciation for the interdependence of each. This requires an understanding of standards-based accountability systems and the ability to use multiple sources of data to make decisions regarding program improvement; both are stressed throughout our program.

The manager role concentrates on ways administrators stabilize a school organization by seeing to recurring functions like maintaining buildings, improving student behavior, and providing school office services. Management activities include planning, organizing, delegating, directing, monitoring and controlling. In exercising these functions, a manager strives to achieve organizational efficiency.

The leader role stresses how to move organizations to greater effectiveness. Leaders improve rather than stabilize institutions. They envision more desirable conditions and band people together to enact common aspirations. They arrange organizational cultures to celebrate people's contributions, create stories about school success, and reinforce shared values. Effective leaders build strong relationship within the educational community and focus those relationships on maximizing student learning. Key to effective leadership is the understanding of how successful resource management affects successful instructional leadership.

The inner person aspect in the model embraces administrators' beliefs and treatment of themselves. For example, effective leaders learn how to lead a balanced life, in spite of the long hours, stress and need to multi-task. Effective leaders develop support systems that create the opportunity for mentoring, coaching and professional growth. In addition, effective leaders have strong ethical values that fortify nearly all administrative action.

The Preliminary Administrative Services Credential Program then is designed to help the professional men and women who come to us aspiring to become effective school leaders practice and learn the skills, attitudes and behaviors to become increasingly proficient and reflective educators, managers, and leaders, and to gain more clarity about their inner person. We believe that this is best accomplished if we expect them to consistently reflect and practice these skills in class, in fieldwork and visibly in the work place, with their focus consistently being on improving the quality of learning and life for all students. We design our class environment to be a resilient and collegial learning community. We expect our students to develop and practice the skills, attitudes and behaviors to lead the effort to create resilient (Bonnie Benard, Martin Krovetz, Emily Werner, Nan Henderson) and collegial (Roland Barth) learning communities for the diverse students and staffs which they serve and will serve in the future. We expect them to know and fight for “what is worth fighting for” (Michael Fullan), and we expect them to value building leadership capacity in others (Linda Lambert). We expect them to recognize and design professional development designed to improve teaching and learning (Marsha Speck, Phyllis Lindstrom, Caroll Knipe). Above all, we expect them to place at the center of all their leadership the imperative that all students have the right to learn (Darling-Hammond).
Our Five Themes Are Woven Throughout Our Program

- Leadership Concepts and Management Strategies
- Role of Schooling in a Democratic Society
- Building Equity in Diverse Communities
- Facilitating Collaborative Change
- Inquiry, Research, Learning, and Reflective Practice

All of our courses are designed around these five themes, with the appropriate standards from the California Standards for School Leaders attached to each. In this way we believe that our students will develop and practice certain habits of mind that will guide their work to be excellent school leaders. (See Illustration below)
Habits of Mind
Educational Leadership Department
College of Education
San José State University

PASSION
How do I take risks and display courage?
How do I demonstrate my educational passion in pursuing this work?
How committed

OWNERSHIP
How do I change my work and the work of my colleagues and community into our work?
How do we build teams?
What biases do I or others bring?
What do we need to accomplish this work successfully?

CONNECTION
Who benefits from this work?
How is the work relevant to addressing prejudice and -isms?
How can I draw from my own value system to promote social justice?
How can individuals and groups add influence to the work and how do I engage them?

THEMES OF EDUCATIONAL LEADERSHIP
Leadership Concepts and Management Strategies
Role of Schooling in a Democratic Society
Building Equity in Diverse Communities
Facilitating Collaborative Change
Inquiry, Research, Learning, and Reflective Practice

REFLECTION
How has what I have done influenced my thinking and practice?
How does this work reflect my moral and ethical leadership?
In what ways have I shown scholarship?
How do I cope with stress: mine and others?
How does my work further excellence in education in an American democracy?
Our faculty works to model these habits of mind. We are a collegial faculty. We develop our syllabi collaboratively. We utilize common assignments and rubrics and most of the same readings. We bring our students together once each semester on a Saturday to give a sense of the diversity of our student population and to share some common teaching and learning. We look at student work together and calibrate our goals for students collaboratively.

THE SJSU PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

EDAD 200 - School Administrator: The Manager
EDAD 201 - School Administrator: The Leader
EDAD 202 - School Administrator: The Educator
EDAD 203 - School Administrator: Human Resources Administrator
EDAD 204 - School Administrator: Fiscal and Legal Leadership
EDAD 205 - School Administrator: Leader in the Community
EDAD 206 - School Administrator: The Advocate for All Students
EDAD 242 - Internship in School Administration and/or Field Work in School Administration

Students are required to earn 36 units and successfully complete a portfolio exhibition in order to earn their Preliminary Administrative Services Credential. EDAD 202 is a six unit course; all others are three units. Six units of Fieldwork in each of the last two semesters are required for teachers who want to become administrators. Six units of Fieldwork in each of the four semesters are required as support for interns. Our Educational Leadership Matrix of Courses offers a semester by semester summary of major assignments assessed CCTC Standards, readings, etc.

Internship

The internship program which we offer at SJSU is designed to serve local school districts which hire people into administrative positions simultaneously with their enrollment in the Preliminary Administrative Services Credential Program or during their enrollment in the Program. In all cases, these people are employees of the hiring school district, and the school district requests an Intern Credential for their employee. In almost all cases, the person hired has been in that school district for some time and is well known within that district.

Upon applying for admission into our Intern Program and therefore prior to assuming the job responsibilities, each student has a conference/orientation meeting with Dr. Phyllis Lindstrom, a full-time Educational Leadership faculty member and coordinator of the Intern Program or with our Department chair, Dr. Barbara Gottesman. Upon enrollment in the Educational Leadership program at SJSU, the Intern enrolls in EDAD 242 - Internship in School Administration - as well as in six units of coursework. The intern is assigned a fieldwork supervisor (in almost all cases a full time tenured or
tenure tracked SJSU professor) and a site supervisor. The Intern meets with the fieldwork supervisor within the first week of classes at SJSU in August, and very shortly thereafter a meeting occurs among the intern, the site supervisor, and the SJSU supervisor. At this meeting, goals and objectives are collaboratively set, a plan is written for implementing these goals and objectives, and an evaluation plan is established. Our fieldwork requirements are presented in more detail under Category II.

**STANDARD 4: EQUITY, DIVERSITY, AND ACCESS**

Standard 4: Equity, Diversity and Access

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

The SJSU professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. Candidates know the protections afforded by Education Code Chapter 587, Statutes of 1999 and learn how to work to ensure educational equity for all members of the school community. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

A predominant focus of the Educational Leadership Preliminary Administrative Services Credential Program at San Jose State University is the development in our students of an enduring understanding of the role of schooling in a democratic society as indicated below. Our intent is to establish this understanding through exploring the basic responsibility of schools to effectively serve the learning needs of all learners. This work is imbedded as a consistent theme in the syllabi of all courses in the Educational Leadership program.

**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 which affect student achievement?
Knowledge and skills applied in classroom, school, district, and community:

Candidates will:

- Determine stakeholders and their interests and degree of buy-in
- Understand the historical perspective of school reform
- Understand the development and implementation of state and local policies and how policy affects practice
- Make the school a more democratic institution by engaging appropriate stakeholders to understand and promote optimal student learning
- Critically analyze the roots of inequity and injustice in schools and society
- Prepare and engage students as active participants within their communities
- Recognize, identify, name and address institutional conditions and instances of inequity and injustices particularly related to race, class, language, gender and sexual orientation
- Use the media proactively to advocate for public schooling and student learning

Building Equity in Diverse Communities

Understanding: Educational leaders proactively advocate for equity and deliver appropriate and effective educational services responding to the needs of our diverse communities.

Essential Question: How do school leaders optimize student success within diverse communities?

The various roles of the school leader in assuring equity, and access for all students are considered in the context of each course. Students are taught to use data in a systematic approach to problem analysis. A broad understanding of appropriate pedagogical practices is developed in response to specific educational problems identified. Skills at collaborative leadership are identified as critical to supervision practice. Recognizing inequities and responding to them strategically are emphasized as critical to the leadership of an educational community.

Summary

The students served by the San Jose State University Educational Leadership program work in highly diverse educational communities and are struggling in that work with institutional practices and racial bias that limit the success of their students. The experiences these students bring into our classrooms provides a rich background for analyzing the root causes and appropriate responses to issues of educational equity. Each of our courses encourage deep exploration and analysis of what these students are experiencing and identification of appropriate educational responses to the issues.
STANDARD 5: ROLE OF SCHOOLING IN A DEMOCRATIC SOCIETY

The program includes study of the role of schooling in a democratic society and the strong relationship and necessary interaction between schools and the communities they serve.

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

5(a) The program prepares candidates to discuss, debate and articulate the purposes of schooling in a democratic society.

5(b) The program includes opportunities to understand the values and concerns of the diverse communities that constitute a democracy and the importance of involving the greater community in the life of schools.

5(c) The program includes opportunities for the candidate to explore the relationship of schools to the school community, governmental entities and community agencies and the role of integrating community service as well as resources for children and families in the school.

5(d) The program provides each candidate with an opportunity to understand the relationship between federal, state, and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.

5(e) The program provides each candidate with an opportunity to (1) learn about federal, state and local laws, policies and practices that ensure appropriate accommodations for students with various learning styles and students with disabilities, and (2) understand the role of the site administrator in monitoring and implementing these provisions of law.

5(f) The program provides each candidate with an opportunity to understand labor relations, contract compliance, and collective bargaining as it relates to schooling in a democratic society.

5(g) The program provides each candidate with an opportunity to understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democratic society.
As part of the program in the Preliminary Administrative Services Credential and The Masters Degree in Educational Administration, candidates are required to take a three-unit course entitled EDAD 205, School Administrator: Leader in the Community. The course provides students with an in-depth understanding of the changing world, national, state, regional, and local demographics. The course also provides candidates with the necessary skills to collaborate with parents and/or community members, and the various components of the private/public sectors in their communities. The course also provides candidates with effective techniques and strategies of school public relations. In addition, as noted in Standard 3 -- Development of Professional Perspectives, the role of schooling in a democratic society and working with diverse populations are two of the four major themes woven throughout the program. In every course, we include timely discussions about issues affecting schooling in today’s world. For example, in EDAD 200 we look at governance issues of public schooling and talk regularly about the importance of inclusiveness of all segments of the educational community. In addition, we look at the research by Brady, Berliner, etc. on what is right about public schools and the research by Werner, Benard, etc. on resiliency theory and its implications for schooling. It is impossible to talk about schooling in California without addressing the issues of diversity and democracy as the focus for most discussions.

It is expected that students will practice building public support, engaging community leaders and preparing students for the challenges of the future through their roles as teacher leaders, and specifically during their fieldwork experience based on their work plan.

Program Objectives (focus of EDAD 205)

The Changing Demographics of Our Students/Communities

- understand and describe the cultural/socio-economic makeup of our students/communities (national, state, regional, local)
- describe the social, economic, and political forces affecting the school
- examine strategies to deal with the key issues of cultural diversity
- clarify personal beliefs on the role of schools in a democratic society, especially in a very diverse/pluralistic society
- examine personal attitudes towards people of other cultures
- describe diverse family cultures and school involvement
- understand the problems of people heavily affected by public services, but not participating in the political process
- examine using the school to empower community, especially under-represented groups
- describe techniques and strategies of celebrating diversity
- examine strategies for working with competing minority groups
- examine strategies for resolving conflict in diverse/pluralistic communities
School/Community Collaboration

- describe effective techniques and strategies of community involvement, with a focus on diverse populations
- describe effective strategies of collaboration with parents/other community groups
- examine techniques and strategies for the identification and utilization of community resources
- understand the variety of social services available to students
- describe effective strategies of cooperation and collaboration with community agencies
- understand a variety of interagency collaboration models
- describe a variety of models of school relationships with government and the private sector
- describe techniques and strategies of developing effective program, site, and district advisory groups
- examine the role of community in reform efforts, budget development, program development, school management, etc.

Schools and Public Relations

- examine general techniques and strategies of effective school public relations
- describe resources/strategies of communicating effectively with diverse community groups
- describe strategies to deal effectively with the media
- examine strategies for dealing with controversy in the media, especially conveying bad news.

Link Theory to Practice

- students will apply theoretical concepts of this course to practice at their worksite

**Our Five Themes Integrate Fully With the Factors Above:**

- Leadership Concepts and Management Strategies
- Role of Schooling in a Democratic Society
- Building Equity in Diverse Communities
- Facilitating Collaborative Change
- Inquiry, Research, Learning, and Reflective Practice
Standard 6: Opportunities to Learn Instructional Leadership

The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in the standards of candidate competence and performance in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

6(a) **Shared Vision of Learning**  The program provides an opportunity for the candidate to learn to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.

6(a)(1) The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others reflective activities, and addresses the need for reflection across the program.

6(a)(2) The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.

6(a)(3) The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.

6(a)(4) The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.

6(a)(5) The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.
6(b) Culture of Teaching and Learning  The program provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems.

6(b)(1) The program provides an opportunity for the candidate to apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs and lead in the improvement of those programs.

6(b)(2) The program provides an opportunity for the candidate to become a critical consumer of educational research and to use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff.

6(b)(3) The program provides an opportunity for the candidate to study and apply their knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff.

6(b)(4) The program provides an opportunity for the candidate to use data, including the use of technological applications, and to develop, manage, and evaluate strategies to improve student achievement.

6(b)(5) The program provides an opportunity for the candidate to learn how to develop cooperatively and guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students.

6(b)(6) The program provides an opportunity for the candidate to develop and use skills in shared leadership and decision-making and to engage all members of the school community in the service of student learning.

6(c) Management of the School in the Service of Teaching and Learning  The program provides an opportunity for the candidate to learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. The program includes the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community.

6(c)(1) The program provides an opportunity for the candidate to learn and practice effective methods for attracting, inducting, motivating, retaining, and supporting staff and for the monitoring and supervision of certificated and non-certificated faculty and staff.

6(c)(2) The program provides an opportunity for the candidate to learn and practice effective methods for working with certificated and classified staff with disabilities.
6(c)(3) The program provides an opportunity for the candidate to learn how to evaluate the effectiveness of an instructional program through the use of data and accountability systems.

6(c)(4) The program provides an opportunity for the candidate to apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills.

6(c)(5) The program provides an opportunity for the candidate to learn how to set short and long-term goals, particularly with respect to cooperatively developing a site-based plan that is effectively aligned with state and district requirements and systematically links resources to the goals and objectives.

6(c)(6) The program provides an opportunity for the candidate to develop an understanding of the legal and policy requirements with regard to safety for the purpose of assuring that the school provides a safe, well-maintained and productive environment for learning.

6(c)(7) The program provides an opportunity for the candidate to understand and manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators and the unions in these processes.

6(c)(8) The program provides an opportunity for the candidate to examine management with respect to establishing, implementing and maintaining student behavior management systems that demonstrate adherence to equity, legal and policy requirements.

6(c)(9) The program provides an opportunity for the candidate to coordinate and equitably align fiscal, human and material resources with the school planning process in the support of learning of all students and all groups of students.

6(d) Working With Diverse Families And Communities The program provides an opportunity for the candidate to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. In this regard, the program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities so they will be able to be an effective leader in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic status and ethnic backgrounds, and treat them with fairness and respect.

6(d)(1) The program provides an opportunity for the candidate to learn how to incorporate family and community expectations in school decision-making and activities.
6(d)(2) The program provides an opportunity for the candidate to learn how to establish community partnerships that will benefit the students, teachers, families, and school community and be able to mobilize and leverage community resources for the equitable access of all students and groups of students.

6(d)(3) The program provides an opportunity for the candidate to understand how to facilitate parent involvement and parent education activities that support students’ success.

6(d)(4) The program provides multiple opportunities for the candidate to learn how to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

6(d)(5) The program provides an opportunity for the candidate to learn about appropriate resources and strategies for addressing language diversity in schools, with particular emphasis on the responsibility to communicate to families whose primary home language is a language other than English.

6(d)(6) The program provides opportunities for each candidate to examine their personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education.

6(e) Personal Ethics and Leadership Capacity. The program provides an opportunity for the candidate to examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families. The program provides an opportunity for the candidate to practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. The program provides an opportunity for the candidate to examine site and district responsibilities with regard to students with special needs. The program develops each candidate’s ability to effectively act as a spokesperson for the school to the extended school community. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; and develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.

6(e)(1) The program provides an opportunity for the candidate to engage in decision-making, problem-solving, change management, planning, conflict management, and evaluation and reflect upon the learning from these opportunities for practice in course work and field work.
6(e)(2) The program provides an opportunity for the candidate to learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access.

6(e)(3) The program provides an opportunity for the candidate to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community.

6(e)(4) The program provides an opportunity for the candidate to learn how to utilize technology in the service of fostering effective and timely communication with all members of the school community.

6(f) Political, Social, Economic, Legal and Cultural Understanding. The program provides an opportunity for the candidate to learn about political, societal, economic, legal and cultural influences on schools. By augmenting the candidate’s knowledge of these interconnections, the program develops the candidate’s ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The program content should provide opportunities for the candidate to practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the school community. The candidate has an opportunity to learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and field work that provides opportunities to both lead and work collaboratively.

6(f)(1) The program provides an opportunity for the candidate to learn about and analyze how a school must operate consistently within the parameters of federal, state, and local laws, policies, regulations, contractual and statutory requirements.

6(f)(2) The program provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and to understand how the policies from several levels of government influence teaching and learning at the school site.

6(f)(3) The program provides opportunities for the candidate to engage in discussions and successfully address authentic, complex school issues, including meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and addressing harassment.

6(f)(4) The program provides an opportunity for the candidate to learn about public policies that ensure equitable distribution of resources and support for all groups of students.
The program provides an opportunity for the candidate to learn how to create a welcoming school environment for the public, be responsive to diverse community and constituent views, and create and facilitate constructive conversations about how to improve student learning and achievement.

**CATEGORY II: FIELD EXPERIENCES IN THE STANDARDS**

**STANDARD 7: NATURE OF FIELD EXPERIENCE**

Class discussions, fieldwork, and assignments provide students an opportunity to learn and practice their leadership skills. The Action Research Project, across all four semesters, provides the greatest opportunity of leadership experience.

Interns and students in Tier 2 are formally working in administrative roles.

**STANDARD 8: GUIDANCE, ASSISTANCE, FEEDBACK**

The program sponsor has an effective system by which the candidate’s performance is guided assisted and evaluated in each field experience. In this system, at least one supervising administrator and at least one program supervisor provide complete, accurate and timely feedback to the candidate.

By the time students are accepted into the program, they have demonstrated success as a teacher and their potential to become a successful graduate student. From this point forward, their goal is to learn the skills, attitudes and behaviors necessary to become a successful school leader. It is the responsibility of the Educational Leadership faculty to not only facilitate this process, but to monitor, assess and, where necessary provide extra support, or focused counseling, along the way.

There are a number of factors that determine a candidate’s suitability, and a number of well planned checkpoints along the way to measure and evaluate these factors. Prior to admission to the program, a candidate is required to get three letters of recommendation from former or current administrators and colleagues attesting to the candidate’s potential for becoming administrators. The candidate is also required to write to a prompt in order to judge writing ability. This writing sample is rated according to a department writing rubric. If the candidate does not meet standard then the student is notified of concern about their writing ability and they are offered remedial writing support through the college writing center or they are told they would be given more writing samples during the first year and evaluated on each. Throughout the program, candidate progress is monitored through written papers, department assessments to determine the meeting standards and department expectations, group projects, class participation, meetings with instructors and advisors, and continual e mail communications with instructors, advisors, and the department chair.

A candidate will have at least three different faculty members as instructors in his/her two year program. This gives both the Educational Leadership faculty and the candidate ample opportunity to evaluate and promote the candidate on an ongoing, systematic basis. Occasionally, a candidate finds out that he/she is not cut out to be an
administrator, or that administration is not what he/she wishes to pursue further. When this happens, and it happens not infrequently, the student may select to drop out of the Program, or, as is much more the case, selects to continue the program in order to utilize the knowledge gained for teacher leadership roles. However, if, for some reason or another, a student doesn’t seem to be “making it” in the program - his/her academic work is poor, attendance is lax, attitude is poor - the advisor, with the support of the Department Chair and work supervisor as appropriate, takes deliberate steps to counsel the student out of the Program after discussions and remediation has been attempted. On the other hand, when a student demonstrates superior potential for becoming a school leader, but personal or other fortunes come up that inhibit his/her smooth transition through the program, then everything within reason and academic fairness is done to provide the student with mentoring and the “means” to complete the program - “stepping out” for a semester, taking an incomplete until there is time to finish the work, etc. It is the expressed purpose of our Program to give each student the opportunity to excel and succeed in the program, and, for those who fail to achieve minimum levels of competence, we are committed to counseling them out of the program.

Educational Leadership faculty at regular monthly faculty meetings frequently discuss candidates’ learning dispositions, how we assess them, how they are doing on the planned assessments within each course (see Assessment Matrix), and how we can provide better or different learning experiences to ensure their success in the program and as school leaders. We also discuss outstanding candidates and the current school openings for leadership positions. In other words, besides the planned, systematic assessments additional individual attention is paid to the students to ensure their success and progress.

The special relationship that develops among the university supervisor, the worksite supervisor and our student during the fieldwork coursework offers a primary opportunity for candidate assistance.

Finally, the exit portfolio requirement offers an excellent opportunity for the candidate to self-reflect and for the workplace supervisor and university advisor to offer honest feedback. The candidate must meet all of the requirements in the Tier 1 Portfolio Guidelines. The portfolio is judged by the Tier 1 Portfolio Rubric which has criteria discussed by the entire Ed Ad faculty and district representatives and is signed off by both the district and the university. We also use the criteria set forth in the Determination of Candidate Competency.

An on-line mentoring system is offered to all students both during their program in the second year, Tier 2 and on into the work world. All students are encouraged through their team work in class to continue their network and “chat lines” are established to provide peer coaching and mentoring as well as the mentoring program provided by university personal. It is the belief of the department that no one works alone and we are all, staff and students, providing one another opportunities to share, give input, receive feedback and coach one another in order to perpetuate continual growth and life long learning.
CATEGORY III

STANDARD 9: ASSESSMENT OF CANDIDATE COMPETENCY

The assessment of Tier 2 candidate competency consists of continuous formative evaluation and a final summative evaluation. The initial assessment documents include:

- Admission letter of reference from supervisor or district superintendent
- Admissions essay with a philosophy and implementation practices

Initial assessment of candidate areas of strength and weakness using five formal inventories:

- The Professional Development Action Plan (PDAP)
- The Change Matrix for school change (research and practice)
- Critical essays and formal school reports as part of course work
- Major papers on each of the five themes of Educational Leadership as course assignments
- On-going and continuous work on assembling evidence of competency for the final portfolio

The professors who teach the academic courses and the field work supervisors who act as university advisors and expert coaches also use on-going, informal assessments as formative evaluation:

- Timely work on and achievement of the PDAP goals and objectives
- Professional interactions with the expert coach, district mentor, and peer coach
- Scheduling and keeping professional appointments
- Adhering to deadlines and responsibilities
- On-going and continuous work on assembling evidence of competency for the final portfolio

Knowledge of district policies
Knowledge of Tier 2 requirements

The expert coaches, the academic course instructors, and the Tier 2 coordinator meet on a weekly basis to discuss and augment student needs and progress. Meeting student needs is the primary aim of all faculty involved in the Tier 2 program, and assessment is conducted in a confidential and professional manner.

The final or summative assessment is the Tier 2 Portfolio of Competencies, which is compiled during the two semesters of Tier 2 in conjunction with academic courses and field work, due one month before program completion.

PORTFOLIO OF COMPETENCY:

The portfolio shall contain, at a minimum, the following items:

The candidate’s current résumé
The candidate’s completed PDAP signed by the program coordinator, the expert coach, the district mentor, and the candidate

The scored self-assessment instruments: LBAII, LBI, SDI, 21st Century Administrator, rating on Balanced Leadership 23 effective leader behaviors that affect student achievement

A reflective essay and at least 3 pieces of evidence for each of the five themes of Educational Leadership

The Change Matrix and summative essay on implementation of the change in school

Peer Coaching log and reflection on value

Mentor log and reflection on value

Future PDAP for the next 3 years of professional development

Evaluative essay on each component of the Tier 2 program

All three of the student’s advisors – the expert coach, the district mentor, and the Tier 2 coordinator – review the portfolio. Each candidate is required to present the final portfolio in a formal meeting with his or her district superintendent via a Power Point presentation, the actual portfolio, artifacts, and a question and answer period. The candidate may also invite her or his peer coach, other instructors, and other district office personnel. The expert coach evaluates the formal presentation along with the district mentor and the Tier 2 coordinator. With the approval of all three supervisors on the portfolio and completion of other required work, the candidate is approved for recommendation for a Professional Administrative Credential. See Tier 2 Portfolio Guidelines and the Portfolio Rubric.

STANDARD 10: VISION OF LEARNING

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Each candidate is able to promote 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.

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

10(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

10(b) In order for an administrator to truly facilitate teaching and learning in schools he/she must possess the skills, attitudes and behaviors that are required to be an instructional leader. School leaders must be able to design, implement, and evaluate instructional programs and lead in their development and improvement. This cannot be done alone. Instructional leadership requires the ability to develop
leadership and follower-ship amongst a wide diversity of members of the school community. Instructional leaders must have the ability to develop a collegial learning community in which the staff works together professionally and with parents, students and community to develop an instructional program which meets the needs of the diversity of students within that school now and in the future. Instructional leaders must have clarity of vision for what is “the good school”, describe the increasingly diverse student population being served in their communities today, and lead the effort to respond with appropriate curriculum, instruction, assessment and professional development practices. School leaders must hire and support outstanding teachers and support staff. They must manage resources judiciously in support of student learning. This requires that the administrator be an excellent cultural leader, transformational leader, situational leader, transactional leader and moral leader as well as instructional leader: we call this the Hand of Leadership. We have used the graphic organizer, The Hand of Leadership, and the important explanatory details with our students since 1992 when it was developed by Dr. William Zachmeier.

At SJSU, the skills required to be this leader are taught and reinforced throughout our program. Our commitment to our five common themes: Administrative Concepts and Management Strategies, Role of School in a Democratic Society, Building Equity in Diverse Communities, Leading and Managing Change, and Research and Reflection on Practice assure that we do this. Instructional leadership is taught primarily in EDAD 202 - The School Administrator: The Educator. The course foci are on curriculum, assessment, instruction, and research. We use Wiggins and McTighe’s *Understanding by Design* to guide work in instructional leadership. At the same time, management skills are taught in EDAD 200, leadership skills taught in EDAD 201, professional development, coaching and evaluation of personnel in EDAD 203, finance and law in EDAD 204. We expect that management skills learned in EDAD 200 will be practiced throughout all coursework, in our fieldwork requirement, and in the work place. The same expectation exists for the other skills, attitudes and behaviors that we hope we are fostering in the emerging school leaders we serve.

It is important then that the Educational Leadership faculty is a collegial learning community, to assure that the articulation required to deliver a quality preparation program is fully functional. To this end, we have begun to model collaborative practices in instructional leadership during 2001-2002. We collaborate as a team of instructors to review, revise, plan and share learning experiences in the EDAD courses. New instructors for Ed Ad 200-201 planned collaboratively in fall semester 2001. Instructors for EDAD 202 met monthly to plan and share successful and unsuccessful teaching and learning strategies in spring 2002. We are seeking to institutionalize the practice during academic year 2002-2003 by meeting with instructors of all 12 sections monthly. We have also brought together all the great materials and ideas past and present instructors of Ed Ad 200-201 have created and used the Provost’s A.I.M. funds to burn these materials on to CDs for each instructor to select and use in his/her section of Ed Ad 200-201. We have taught collaborative leadership for many years: we are also modeling the practices we preach in our own leadership and planning.
It is expected that candidates will practice instructional leadership skills through their roles as teacher leaders, and specifically during their fieldwork experience based on their work plan.

Assessment of student competence occurs in classes, through the class simulations, class discussions and writing assignments, through fieldwork experiences, and through the exit portfolio process. (See course syllabi and the Tier 1 Portfolio Guidelines.)

A well-founded foundation of personal and professional beliefs is obviously important to any successful school leader. Drawn closely to their study of leadership in EDAD 201, candidates clarify their vision in EDAD 202, The School Administrator: The Educator. In this course they address philosophical postures and learning theories, and their discussions help them better understand their own beliefs about the nature of a democratic society, the purposes of schooling, the ends of learning, the needs of an increasingly diverse student population, and the role of the teacher and school leader. They also better appreciate beliefs of other people, even when in disagreement with them and hopefully embrace the obligation of a school leader in our democracy to build bridges of agreement among people who disagree. This practice continues in all classes. In EDAD 205, The School Administrator: Leader in the Community students study in depth the diversity of our communities and continue to understand the implications of schooling an increasingly diverse student population.

Candidates continue clarifying their personal vision through a review of American educational history as reform. They deepen their appreciation that school reform and improvement is a constant factor that has appeared in strong waves since the beginnings of our progress as a country. Discussion of contemporary and sometimes competing visions for school reform complete the short excursion in history. Leading and managing change is also addressed as a constant and necessary skill for an effective school leader. Each course has learning activities to strengthen candidates’ skills and practice in these areas.

Assessment of candidate competence occurs in courses through the class simulations, class discussions and writing assignments, through fieldwork experiences, and through the exit portfolio process.

<table>
<thead>
<tr>
<th>Our Five Themes Integrate Fully with the Factors Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Concepts and Management Strategies</td>
</tr>
<tr>
<td>Role of School in a Democratic Society</td>
</tr>
<tr>
<td>Building Equity in Diverse Communities</td>
</tr>
<tr>
<td>Leading and Managing Change</td>
</tr>
<tr>
<td>Research and Reflection on Practice</td>
</tr>
</tbody>
</table>

11. STUDENT LEARNING AND PROFESSIONAL GROWTH

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
In order for an administrator to truly facilitate teaching and learning in schools, s/he must possess the skills, attitudes and behaviors that are required to be an instructional leader. School leaders must be able to design, implement, and evaluate instructional programs and lead in their development and improvement. This cannot be done alone. Instructional leadership requires the ability to develop leadership and follower-ship amongst a wide diversity of members of the school community. Instructional leaders must have the ability to develop a collegial learning community in which the staff works together professionally and with parents, students and community to develop an instructional program which meets the needs of the diversity of students within that school now and in the future. Instructional leaders must have clarity of vision for what is the good school, describe the increasingly diverse student population being served in their communities today, and lead the effort to respond with appropriate curriculum, instruction, assessment and professional development practices. School leaders must hire and support outstanding teachers and support staff. They must manage resources prudently in support of student learning. This requires that the administrator be an excellent cultural leader, transformational leader, situational leader, transactional leader and moral leader as well as instructional leader: we call this the Hand of Leadership. We have used the graphic organizer, The Hand of Leadership, and the important explanatory details with our students since 1992 when it was developed by Dr. William Zachmeier.

School should be focused clearly on improving the quality of learning and life for all students. Therefore, school leaders need to have an understanding of the content of what is to be learned, how it should be learned, and how to best assess student learning; they need not be experts in all instructional areas, but they need to be knowledgeable enough to ask quality questions and be able to support student learning based on best practice. In addition, school leaders need to know best practice for professional development. To this end, school leaders should be familiar with state curriculum frameworks, documents developed by professional associations including work on national standards, and the writing of educational experts in the field. In addition, they need to be familiar with best practice in instruction, particularly in the area of literacy, and with best practice in student assessment and program evaluation. The bibliography for EDAD 202 reflects the breadth of reading that instructional leaders should be expected to do.

The EDAD faculty at SJSU understands the importance of helping all school administrators define their primary role as facilitators of teaching and learning in schools. We demonstrate our commitment to leadership in curriculum, instruction and assessment by offering EDAD 202 - The School Administrator: The Educator - as our only 6 unit course (program objectives below). In past years a similar course has been a 3 unit course. We have found that we cover too little in depth. Doubling the instructional time to 90 hours has allowed us for the last four years to require our students to become far more expert in several curriculum areas, to more fully appreciate the inseparable interrelationship between curriculum, instruction and assessment and how assessment practices drive instruction, to learn about the role technology can play in support of a sound instructional program, and to more fully understand and practice how to evaluate
and improve programs through action research projects. This change in requirement is strongly supported by our Advisory Boards. During the last two years, this course has been redesigned to include the research and practice of Grant Wiggins and Jay McTighe in the tight coupling of instructional design with instructional delivery and assessment. Their book Understanding by Design is a required text for the course. It is expected that students will practice instructional leadership on a daily basis through their roles as teacher leaders, and specifically during their fieldwork experience based on their work plan.

In addition, the administrative attitude which we hope candidates will nourish in themselves revolves around important human resource practices of hiring the best people we can, helping them get better at what they do (professional growth), and holding on to them. Candidates deepen their skills in attracting people interested in school service, selecting the very best among them, assigning them with proper legal attention, orienting and inducting them into productive careers, evaluating their performance, motivating them to higher performance, and developing them as professional people. We look at the new work in retaining quality teachers with best practices from coaching, mentoring, and peer coaching. New teacher support and long-term professional development plans for everyone also receive attention in EDAD 203 (see program objectives below). The increasing importance of the school leaders as their own best staff developers is a major emphasis. Teacher leaders, administrators, and potential administrators learn the principles of effective professional development, design their own staff development plans for a department or school, and learn to evaluate staff development programs.

It is expected that candidates will practice these skills through their roles as administrators, potential administrators, and teacher leaders, and specifically during their fieldwork experience based on their work plan. Instructional and human resource leadership are vital for successful school leadership. So often school reform efforts fail due to lack of leadership in these areas. For this reason, we know that it is important to expect our students to proactively seek out experiences and mentors during their fieldwork experience.

We also recognize our obligation to role model best practice in terms of how we design our instructional program. Our curriculum must be current; our instructional practices must be appropriate for the adult learners we serve; our assessment practices must be authentic and field based as much as possible; our program assessment must be sincerely directed at assuring that our program meets the needs of the emerging educational leaders we serve.

It is important then that the Educational Leadership faculty is a collegial learning community, to assure that the articulation required to deliver a quality preparation program is fully functional. To this end, we have begun to model collaborative practices in instructional leadership during 2001-2002. We collaborate as a team of instructors to review, revise, plan and share learning experiences in the EDAD courses. New instructors for Ed Ad 200-201 planned collaboratively in fall semester 2001. Instructors for EDAD 202 met monthly to plan and share successful and unsuccessful teaching and learning strategies in spring 2002. We are seeking to institutionalize the practice during academic year 2002-2003 by meeting with instructors of all 12 sections monthly. We have also brought together all the great materials and ideas past and present instructors of
Ed Ad 200-201 have created and used the Provost’s A.I.M. funds to burn these materials on to CDs for each instructor to select and use in his/her section of Ed Ad 200-201. We have taught collaborative leadership for many years: we are also modeling the practices we preach in our own leadership and planning.

Assessment of student competence occurs in classes, through the class simulations, class discussions and writing assignments, through fieldwork experiences, and through the exit portfolio process.

LEADERSHIP CONCEPTS AND MANAGEMENT STRATEGIES

Students will learn to:

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. (California Professional Standards for Educational Leaders [CPSEL] 1.1).
- Create an accountability system of teaching and learning based on content standards. (CPSEL, 2.1)
- Monitor and evaluate the program and staff at the site. (CPSEL, 3.1).
- Establish school structures, patterns, and processes that support student learning. (CPSEL, 3.2).
- Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades. (CPSEL, 5.8)
- Understand and clearly define curriculum, instruction and assessment and describe the importance of their alignment through the use of backward design.
- Understand and apply learning theory in designing meaningful staff development focused on maximizing learning for all students.
- Understand and apply standards-based instruction as it relates to curriculum, assessment and accountability.
- Understand the role of principal as instructional leader.
- Demonstrate the use of technology as a tool in research and instruction.

ROLE OF SCHOOL IN A DEMOCRATIC SOCIETY

Students will learn to:

- View oneself as a leader of a team and also as a member of a larger team. (CPSEL, 6.1).
- Understand the values and concerns of the many communities that constitute a democracy and the importance of involving these communities in the life of the school.
- Understand the history and current role of education in a democratic context and the political context of educational policy making.

BUILDING EQUITY IN DIVERSE COMMUNITIES

Students will learn to:

- Use the influence of diversity to improve teaching and learning. (CPSEL, 1.6).
Know well and describe the increasingly diverse student population (race, ethnicity, gender, physical disability, culture, SES, language, sexual orientation and religion) and how to design curriculum, instruction and assessment to narrow the achievement gap.

Articulate a philosophy of instructional leadership and demonstrate the courage to ensure success for all students, especially the underserved and underachieving.

Engage critically the predominant theories in education that are used to explain why children from low socio-economic backgrounds, and children of color, tend to fail academically, and their families tend to be less involved in schools.

FACILITATING COLLABORATIVE CHANGE

Students will learn to:

Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all student relative to the content standards. (CPSEL, 2.4).

Describe action research as an instrument of change.

Understand and apply the key elements of effective implementation of change theory centered on curriculum, instruction and assessment.

Understand the role of educational leadership in developing and sustaining a learning organization, using collaborative inquiry, equity and respect.

INQUIRY, RESEARCH AND REFLECTIVE PRACTICE

Students will learn to:

Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. (CPSEL, 1.1).

Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students. (CPSEL, 2.2).

Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL, 5.3).

Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades. (CPSEL, 5.8).

Conduct action research through the first six elements.

Practice critical analysis by reading research and reflecting on its implications.

California Professional Standards for Educational Leaders (CPSEL) is a document published on the Educational Leadership Department website: http://www.sjsu.edu/edleadership

Program Objectives (focus of EDAD 203)

LEADERSHIP CONCEPTS AND MANAGEMENT STRATEGIES
Students will learn to:

Demonstrate understanding of the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings.

Leverage and marshal efficient resources to implement and attain the vision for all students and all sub groups of students. (CPSEL, 1.3)

Establish school structures, patterns, and processes that support student learning. (CPSEL, 3.2)

Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. (CPSEL, 3.3)

Align fiscal, human and material resources to support the learning of all student and all groups of students. (CPSEL, 3.4)

Demonstrate communication skills in decision making, problem solving, change management, planning, use of interpersonal skills, conflict resolution/management and evaluation. (CPSEL, 5.1)

Engage in professional and personal development. (CPSEL, 5.7)

Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities. (CPSEL, 5.6)

Protect the rights and confidentiality of students and staff. (CPSEL, 5.10)

Encourage and inspire others to higher levels of performance, commitment and motivation. (CPSEL, 5.5)

Understand the legal procedures and requirements for the employment, evaluation and retention of school personnel (certificated and classified).

Supervise and evaluate the program and staff at the site. (CPSEL, 3.1)

Select, assign, orient and induct new staff members.

Understands the administrator's role in progressive discipline and dismissal.

Explore representative issues related to human resources administration: sexual harassment, workman’s compensation, etc.

Understand state law governing collective bargaining process.

Describe administrators' responsibilities in interpreting and administering employee contacts including grievance resolution with employee associations at school, program and district levels.

Describe the roles and relationships of the board of education, superintendent, administrator, staff person, employee association and management team with regard to the human resources and the law.

Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as
the letter of the law.

Utilize the principles of systems management, organizational development, problem-solving, and decision-making techniques fairly and effectively. (CPSEL, 3.6)

Use computer data based and electronic mail as communication and information management tools.

ROLE OF SCHOOLING IN A DEMOCRATIC SOCIETY

Students will learn to:

Protect the rights and confidentiality of students and staff. (CPSEL, 5.10)

Understand the role of educational leadership in developing and sustaining a learning organization, using collaborative inquiry, equity and respect.

Influence and support public policies that ensure the equitable distribution of resources and support for all sub-groups of students. (CPSEL, 6.5)

BUILDING EQUITY IN DIVERSE COMMUNITIES

Students will learn to:

Leverage and marshal efficient resources to implement and attain the vision for all students and all sub groups of students. (CPSEL, 1.3)

Guide and support the long term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. (CPSEL, 2.4)

Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership and shared responsibility. (CPSEL 2.6)

Encourage and inspire others to higher levels of performance, commitment and motivation. (CPSEL, 5.5)

Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL, 5.3)

FACILITATING COLLABORATIVE CHANGE

Students will learn to:

Guide and support the long term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. (CPSEL, 2.4)

Engage in professional and personal development. (CPSEL, 5.7)

Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities. (CPSEL, 5.6)

Communicate information about the school on a regular and predictable basis through a variety of media. (CPSEL, 4.6)
Understand the role of educational leadership in developing and sustaining a learning organization, using collaborative inquiry, equity, and respect.

Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CPSEL, 6.4)

INQUIRY, RESEARCH, AND REFLECTIVE PRACTICE

Students will learn to:

Reflect on personal leadership practices and recognize their impact and influence on the performance of others. (CPSEL, 5.4)

Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students. (CPSEL, 2.2).

Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity. (CPSEL, 5.3).

Practice critical analysis by reading research and reflecting on its implications.

Personal Career Development in Leadership and Administration

Students will learn to:

Assess personal qualifications for and your interest in educational leadership and/or administration as a career, establish professional goals for yourself, and chart a strategy to continue growing as a professional person

Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities (CPSEL 5.6)

Engage in professional and personal development (CPSEL 5.7)

Identify sources of information about administrative job openings

Prepare a professional resume and portfolio

Prepare for a job interview and other selection activities

Understand a strategy for a successful start in a new administrative appointment

Illustrate opportunities and responsibilities for participating in professional organizations


Our Five Themes Integrate Fully with the Factors Above

- Administrative Concepts and Management Strategies
- Role of Schooling in a Democratic Society
- Building Equity in Diverse Communities
- Facilitating Collaborative Change
• Inquiry, Research and Reflective Practice

**Standard 12: Organizational Management for Student Learning**

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

The five theme areas developed for the Preliminary Administrative Services credential program at San Jose State University are aligned with the California Standards for Professional Educational Leaders as indicated in the table below. Our program is consistently evolving to assure the competency of our candidates in competency areas identified as critical for educational leaders in California.

**Five Theme Areas of Educational Leadership with the matching California Professional Standards for Educational Leaders (CPSEL standards) in Demonstrating Competency in the Exit Portfolio**

<table>
<thead>
<tr>
<th>Theme</th>
<th>CPSEL 1</th>
<th>CPSEL 2</th>
<th>CPSEL 3</th>
<th>CPSEL 4</th>
<th>CPSEL 5</th>
<th>CPSEL 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Concepts &amp; Management Strategies</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Role of School in a Democratic Society</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>Building Equity in Diverse Communities</td>
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<td>x</td>
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<tr>
<td>Leading and Managing Change</td>
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<tr>
<td>Research and Reflection on Practice</td>
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</tbody>
</table>

The courses in the Preliminary Administrative Services Credential Program at San Jose State University are also planned so that major assignments in each of the courses serve as terminal evaluations of skills and competencies critical to successful school leadership. The table below indicates how Tier One courses are organized to assure demonstration of competency in the major course theme areas.

**Alignment between Major Course Assignments and Educational Experiences and the Five Theme Areas of Educational Leadership Tier 1**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Admin. Concepts &amp; Management Strategies</th>
<th>Role of School</th>
<th>Building Equity</th>
<th>Leading &amp; Managing Change</th>
<th>Research &amp; Reflection on Practice</th>
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<tbody>
<tr>
<td>Ed Ad 200 Admin. Interview</td>
<td>x</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>Ed Ad 201</td>
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</table>
The required competencies in **Organizational Management for Student Learning** are clearly developed throughout the Preliminary Administrative Services Credential program at San Jose State University. Competencies are developed in the program courses as indicated in the matrix below. As indicated, mastery of these competencies are an integral part of the content of the courses as indicated and are assessed by comprehensive assignments in each course.

**Tier 1- Required Program Quality Elements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Ad 200 Admin. Interview</td>
<td>Sustain safe, clean, efficient environment that nurtures student learning and professional growth (12e)</td>
<td>Nurturing practices for student behavioral management (12g)</td>
</tr>
<tr>
<td>Ed Ad 201 School Board Review</td>
<td>Establish school operations and processes supporting student learning (12b)</td>
<td>Use systems management, organizational development, problem solving and collaborative decision making (12f)</td>
</tr>
<tr>
<td>Ed Ad 202 Understanding by Design Plan, Action Research Plan</td>
<td>Supervise Instruction (12a)</td>
<td>Establish processes to support student learning (12b)</td>
</tr>
<tr>
<td>Ed Ad 203 Staff Development Plan</td>
<td>Monitor/supervise staff (12a)</td>
<td>Assure professional environment (12d)</td>
</tr>
<tr>
<td>Ed Ad 204 Budget Plan</td>
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<tr>
<td>Ed Ad 205 Demographic Study</td>
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<tr>
<td>Ed Ad 206 Alignment of Resources</td>
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<tr>
<td>Ed Ad 242 Portfolio, Goals, Journal, Reports</td>
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<td></td>
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<tr>
<td>Ed Ad 253 Action Research</td>
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</table>
STANDARD 13: WORKING WITH DIVERSE FAMILIES AND COMMUNITIES

Schools are most effective in meeting the needs of students when school leaders skillfully mobilize institutional and community resources focused on improving learning for all students. Students are most successful in school when school leaders act as advocates and involve the school’s parents and general community in the education of all children. These are the “enduring understandings” for two of our classes: The Leader in the Community and Advocate for All Students. Explicit in these statements is that skillful leaders do not blame or allow blaming when student outcomes are not as high as desired. Instead, skillful leaders build relationships and the leadership capacity of the educational community and focus people and resources on maximizing learning for all students.

EDAD 205 - School Administrator: Leader in the Community is the main course through which candidates are provided the understanding, skills, and strategies to develop effective school-community collaborations, especially in diverse/pluralistic communities. Candidates hear from students, parents, business leaders, the media, community support providers, and local and state politicians. They develop a media campaign for their school. They look at the resources available to their school and how those resources are used or not used to focus on maximizing learning for all students.

EDAD 206 - School Administrator: The Advocate for ALL Students provides candidates with the skills to be strong student advocates, both individually and collaboratively. Emphasis is on meeting the needs of the full diversity of students, so time is spent looking at successful programs for special education students, English Language Learning students, and GATE students. We also look at how to differentiate instruction to meet the broad range of student needs and how to develop and use resources to implement these programs.

Two of the five major themes that are integrated throughout our program are the Role of School in a Democratic Society and Building Equity in Diverse Communities. The two courses, Leader in the Community and Advocate for All Students, emphasize these two themes throughout the content, modeling, and practice afforded in these two courses. We expect our students to reflect deeply on their own beliefs about issues of diversity. We expect them to better recognize the goals and aspirations of diverse family and community groups.
School-community collaboration is also dealt with in other courses. For example, in EDAD 201: The Leader, candidates learn democratic processes to include all community members in school decision making. In EDAD 202: The Educator, discussion occurs regarding ways to include parents and community in establishing student outcomes and in assessing student achievement. In EDAD 204: Fiscal and Legal Leadership, there are discussions of why managing school resources must include involving parents and community in decision-making and in resource generation and how to do so.

It is expected that candidates will work in school-community collaborations through their roles as administrators, potential administrators, teacher leaders, and specifically during their fieldwork experience based on their individual work plan. In reality, many of our students are already actively engaged in this type of activity.

**Standard 14: Personal Ethics and Leadership Capacity**

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

The importance of Personal Ethics to the Capacity to Lead is consistently presented and modeled throughout the Preliminary Administrative Services Credential program at San Jose State University. The five major themes of our credential program are each based on professional ethics and address critical leadership capacities.

<table>
<thead>
<tr>
<th>Themes</th>
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</thead>
<tbody>
<tr>
<td>Leadership Concepts &amp; Management Strategies</td>
</tr>
<tr>
<td>Role of Schooling in a Democratic Society</td>
</tr>
<tr>
<td>Building Equity in Diverse Communities</td>
</tr>
<tr>
<td>Leading and Managing Change</td>
</tr>
<tr>
<td>Inquiry, Research, and Reflective Practice</td>
</tr>
</tbody>
</table>

Some element of the importance of personal ethics to the effective leadership of schools is emphasized in each course in the Educational Leadership program. The required competencies receive major emphasis and are demonstrated in assignments in the classes indicated in the table below.

**Personal Ethics and Leadership Capacity**

<table>
<thead>
<tr>
<th>Course</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Ad 200 Admin. Interview</td>
<td>Demonstrate and develop skills in shared decision making, problem solving, change</td>
</tr>
<tr>
<td>Course</td>
<td>Management, Evaluation (14a)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Ed Ad 201 School Board Review</td>
<td>Also (14b)</td>
</tr>
<tr>
<td>Ed Ad 202 Understanding by Design Plan, Action Research Plan</td>
<td>Also (14a)</td>
</tr>
<tr>
<td>Ed Ad 203 Staff Development Plan</td>
<td>Also (14a)</td>
</tr>
<tr>
<td>Ed Ad 204 Budget Plan</td>
<td>Also (14b)</td>
</tr>
<tr>
<td>Ed Ad 205 Demographic Study</td>
<td>Also (14a)</td>
</tr>
<tr>
<td>Ed Ad 206 Grant Proposal</td>
<td>Use technology to Foster effective community communication (14d)</td>
</tr>
<tr>
<td>Ed Ad 242 Portfolio, Goals, Journal, Reports</td>
<td>Personal Ethics and leadership Capacity demonstrated in fieldwork practice (14a-k).</td>
</tr>
<tr>
<td>Ed Ad 253 Action</td>
<td>Make and communicate decisions based on</td>
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The Educational Leadership assessment plan is linked to the College of Education vision for equity and excellence in preparing educators. We admit students with a wide range of diversity and make special efforts to recruit people of color for the specific shortage of school principals. We have established both the Urban High School Leadership Program and the LEAD Center to meet the needs of urban high schools where the shortage is critical. Our own Vision for Educational Leadership echoes the conceptual framework of the College of Education and the Department.

- The assessment plan of the Educational Leadership Department is based on the belief that schools are essential elements in an American democracy and that school leaders shape the future:

- Every student should have access to an education with excellence and equity and that school leaders are crucial to that access in schools.

- All graduates of the Educational Leadership program should have the knowledge base, skills, attitudes, and beliefs that enable them to become school leaders of faculty, staff, and students who use their minds and hearts well. The dispositions for learning and the habits of mind are continuous themes in each course and in the research components of the program.

- Participatory decision making among faculty, Advisory Boards, partners, and stakeholders is essential to model and implement informed decisions that ensure the best use of resources, adherence to standards, most effective program design, and effective course revision.

- Educators on all levels – college faculty, adjuncts, school faculty, school leaders, district leaders – should engage in ethical practice in a collaborating community of learners for preparing school leaders for the 21st century.

**Standard 15: Political, Social, Economic, Legal, and Cultural Understanding**

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

15(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.
15(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.

15(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.

15(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

As a part of the candidate's program in the Preliminary Administrative Services Credential Programs, students are required to take a three unit course entitled EDAD 204: The School Administrator: Fiscal and Legal Leadership. All candidates are also required to participate in six units of fieldwork, which includes experiences in legal and regulatory applications at the site and district level. (See course syllabi for EDAD 204 and EDAD 242A/B.) Further, the issues of legal and regulatory applications are integrated throughout each course in the Preliminary Administrative Services Credential Program as these areas apply to the role of the administrator. For example, the sometimes overwhelming issues of special education law and regulations are discussed thoroughly in Ed Ad 206: Advocate for ALL Children and in Ed Ad 202: The Educator. These topics are also the focus points for many discussion in the Tier 1 Group Support Meetings for Fieldwork (Ed Ad 242 A and B) and in the individual student conferences which are a part of the fieldwork.

Overall, the candidate learns and understands that the importance of legal and regulatory applications is critical for successful student learning to take place in the school and for good relations with the parent community to be established and maintained. Using knowledge of school law and regulations to meet the needs of all students, to establish a clear school safety plan, to build equity, and to guide administrative practice is central to the development of the candidate's overall administrative abilities. An emphasis is placed on the need for schools to be managed to first meet all federal, state, and district legal and regulatory mandates. Therefore, as candidates complete the Preliminary Administrative Services Credential Program, they should have a clear knowledge base regarding the thorough knowledge of school law and the ability to reference California school codes as well as federal codes by accessing the Internet resources from the California Department of Education, Ed Source, and the United States Department of Education. They will also relate the importance of connecting decisions regarding school to building equity.

In completing the coursework for EDAD 204, candidates cover the following areas: ethics, historical events and trends in school funding, laws governing funding at federal, state and local level, budget development and management, human and fiscal resource planning, implementation and evaluation of school budgets, awareness of division of fiscal responsibility between school site and district office, and managing and scheduling facilities.
It is expected that candidates will learn more about school laws and regulations through their roles as administrators, potential administrators, and teacher leaders, and specifically during their fieldwork experience based on their work plan. Each candidate is encouraged to seek a district or a school mentor with expertise in school law and the regulations and practices specific to his/her particular district. Assessment of student competence occurs in classes, through the class simulations, class discussions, and writing assignments, through fieldwork experiences, and through the exit portfolio process. **Program Objectives** (focus of EDAD 204)

**LEADERSHIP CONCEPTS AND MANAGEMENT STRATEGIES**

Students will learn to:

- Leverage and marshal efficient resources to implement and attain the vision for all students and all sub groups of students. (CPSEL 1.3)
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. (CPSEL 3.3)
- Align fiscal, human and material resources to support the learning of all student and all groups of students. (CPSEL 3.4)
- Sustain a safe, efficient, clean, well-maintained and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. (CPSEL 3.5)
- Utilize effective and nurturing practices in establishing student behavior management systems. (CPSEL 3.7)
- Protect the rights and confidentiality of students and staff (CPSEL 5.10)
- Explore ethical dilemmas for the administrator and ethical behavior in those situations.
- Use the influence of the office to enhance the education program rather than for personal gain. (CPSEL 5.9)
- Understand the importance of school financing, budgeting and managing a budget in relationship to student learning.
- Understand the role of the school administrator in developing a school budget, administering the budget, and evaluating its efficiency and effectiveness.
- Gain an overall understanding that budget effects school programs, goals, and plans.
- Understand student activities and athletic funding and budgeting.
- Understand the need to initiate and seek alternative funding sources to help with the school’s fiscal needs.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL 5.3)
• Influence and support public policies that ensure the equitable distribution of resources and support for all sub-groups of students. (CPSEL 6.5)

• Incorporate information about family and community expectations into school decision-making and activities. (CPSEL 4.1)

• Promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (CPSEL 3.0)

• Utilize the principles of systems management, organizational development, problem-solving, and decision-making techniques fairly and effectively. (CPSEL 3.6)

• Understands the organization and functions of classified services including: custodial, secretarial, instructional assistants, nutritional services, transportation, etc.

• Develop skills in managing and scheduling school facilities and grounds in ways that promote appropriate and maximum use.

• Understand partnership approaches in facility and equipment use and equipment acquisition and replacement.

• Examine information management practices in the school and between school and district.

• Use computer data based and electronic mail as information management tools.

• Understands fiscal planning in relationship to the school plan in the short and long ranges.

• Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership and shared responsibility. (CPSEL 2.6)

• Demonstrate communication skills in decision making, problem solving, change management, planning, use of interpersonal skills, conflict resolution/management and evaluation. (CPSEL 5.1)

• Communicate information about the school on a regular and predictable basis through a variety of media. (CPSEL 4.6)

• Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law.

• Use computer data based and electronic mail as communication and information management tools.

ROLE OF SCHOOLING IN A DEMOCRATIC SOCIETY

Students will learn to:

• Protect the rights and confidentiality of students and staff. (CPSEL 5.10)

• Ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements. (CPSEL 6.2)
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CPSEL 6.4)
- Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law.

**BUILDING EQUITY IN DIVERSE COMMUNITIES**

Students will learn to:

- Leverage and marshal efficient resources to implement and attain the vision for all students and all sub groups of students. (CPSEL 1.3)
- Promote equity, fairness and respect among all members of the school community. (CPSEL 2.5)
- Model personal and professional ethics, integrity, justice and fairness and expect the same behaviors from others. (CPSEL 5.2)
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL 5.3)
- Influence and support public policies that ensure the equitable distribution of resources and support for all sub-groups of students. (CPSEL 6.5)
- Incorporate information about family and community expectations into school decision-making and activities. (CPSEL 4.1)
- Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law.

**FACILITATING COLLABORATIVE CHANGE**

Students will learn to:

- Shape school programs, plans and activities to ensure integration, articulation and consistency with the vision. (CPSEL 1.5)
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. (CPSEL 2.4).
- Demonstrate communications skills in decision making, problem solving, change management, planning, use of interpersonal skills, conflict resolution and management, and evaluation. (CPSEL 5.1).

**INQUIRY, RESEARCH, LEARNING, AND REFLECTIVE PRACTICE**

Students will learn to:

- Develop, clarify, and reflect on practice for personal and professional ethical beliefs.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL 5.3).
- Practice critical analysis by reading research and reflecting on its implications.
- Assess own qualifications for and interest in educational leadership and/or
administration as a career, establish professional goals, and chart a strategy
to continue growing as a professional person.
- Sustain personal motivation, commitment, energy and health by balancing
  professional and personal responsibilities. (CPSEL 5.6)
- Identify sources of information about administrative job openings.
- Prepare professional resume and portfolio.
- Prepare for a job interview and other selection activities.
- Understand a strategy for a successful start in a new administrative appointment.
- Illustrate opportunities and responsibilities for participating in professional
  organizations.

*Note: California Professional Standards for Educational Leaders (CPSEL) is a document
published on the Educational Leadership Department website:
http://www.sjsu.edu/edleadership

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<th>Our Five Themes Integrate Fully With the Factors Above:</th>
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<td>Building Equity in Diverse Communities</td>
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STANDARD 1: PROGRAM DESIGN, RATIONALE & COORDINATION

The professional credential program is supported by a cogent rationale, draws on a defined knowledge base, is responsive to the individual candidate’s needs, and is coordinated effectively.

Program Rationale

Given the increasing diversity of the K-12 student population in our region and the vocal criticism regarding the readiness of high school graduates to enter the university or the work force, it is imperative that preparation of school administrators be clearly focused on the skills, attitudes and behaviors needed by school leaders to lead the systemic change efforts that will improve the quality of life and learning for all students within our region. Research clearly demonstrates the relationship between quality school leadership and student achievement. The Educational Administration faculty at SJSU see this as our mission.

We also see our role as collaborators with experienced school leaders, to help them translate the knowledge base about school leadership into working action plans that benefit all students. This is the mandate for a quality program in Educational Leadership at the Metropolitan University of Silicon Valley - a metaphor for San Jose State University being used by our former President, Robert Caret. It is a metaphor that we strongly support.

Reviewing and revising the SJSU Professional Administrative Services Credential Program (Tier 2) has involved an ongoing discussion amongst faculty, our students, our alumni, experienced practitioners, both of our formal Advisory Boards, and colleagues at other universities. During the academic year 2003 –2004, we revised and updates our Vision statement for the Educational Leadership program which defines our vision and mission. The updated and revised Vision statement is the basis for all our discussions about course syllabi, teaching strategies, and program revisions. We believe that our Vision statement, program knowledge base, and course scope and sequence found in this document are educationally sound and provide our students, the emerging educational leaders of the schools in our region, with the skills, attitudes and behaviors to meet the needs of the increasingly diverse student population our public schools serve.

From our ongoing dialogue, we realized that increasingly our instructional program is centered around five themes:

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

We also recognize the centrality of the five thematic areas defined by CTC:

- Organizational and Cultural Environment
During the academic year 1999-2000 and each year thereafter, we reviewed our program and our course syllabi to examine how we could improve learning experiences to help candidates become better prepared to build equity in diverse communities. We moved away from an emphasis on facing challenges in diversity to building equity in diverse communities as a major focus of our program. During 2000-2001, the Vision statement was created to reflect the emphasis on our five new themes or concepts for the program. In developing our new Vision, we worked closely with the K-12 practitioners on both our North and South Advisory Boards, with the Lifelong Learning and Leadership collaborative with Oak Grove and Campbell districts funded by Noyce, with College of Education faculty from Elementary Education and Special Education, with an ARC diversity consultant, a Hewlett Packard consultant who is now national director for the Coalition of Essential Schools, and with K-12 practitioners who work as Ed Ad adjunct professors. We had seven lengthy meetings during 2000-2001 to create a new Vision statement and during 2003-2004 as well as 2004-2005, we have met frequently to update and revise our Vision statement with the latest research and practice.

The Educational Leadership faculty meet regularly during 2007-2008 to make sure that all syllabi were revised to incorporate the updated Vision statement, the new CCTC standards for Administrative Services credential programs, and the California Professional Standards for Educational Leaders. All standards and their subheadings were incorporated in to course syllabi for the Preliminary Administrative Services Credential program and also the Professional Administrative Services Credential program. During 2004-2005, all syllabi were revised to meet the revised Vision statement, the new emphasis on building equity, facilitating collaborative change, and deeper understanding we wished candidates to have in each area.

At the end of spring semester 2005, all exit portfolio criteria were rewritten to be consistent with the revised Vision for Educational Leadership, the new CCTC standards, and the California Professional Standards for Educational Leaders and to assure that we were measuring student competencies in the areas we had set as our focus.

VISION OF THE EDUCATIONAL ADMINISTRATION PROGRAM

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.

Leadership Concepts and Management Strategies

Understanding: 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?

Knowledge and skills applied in classroom, school, district, and community:

Candidates will:

- Create a culture that values risk-taking and courage
- Understand, communicate and use district, school and class data to set goals, measure progress, and make decisions in an on-going cycle of reflection to increase student success
- Develop and practice effective communication skills, including listening, speaking/presenting, writing/publishing
- Solve issues through skillful communication (listening, reflecting, questioning, framing problems) and collaboration
- Facilitate effective and productive meetings where participants come informed and share responsibilities
- Model and coach effective instructional practices, leadership strategies, lifelong learning, and individual accountability
- Foster and nurture productive teamwork through relationship building
- Promote school climates, cultures and structures that recognize differential support needs for teachers who in turn develop differential strategies and supports for students
- Contribute to as well as use community resources
- Manage time and balance competing priorities

Role of Schooling 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 which affect student achievement?

Knowledge and skills applied in classroom, school, district, and community:

Candidates will:

- Determine stakeholders and their interests and degree of buy-in
- Understand the historical perspective of school reform
- Understand the development and implementation of state and local policies and how policy affects practice
• Make the school a more democratic institution by engaging appropriate stakeholders to understand and promote optimal student learning
• Critically analyze the roots of inequity and injustice in schools and society
• Prepare and engage students as active participants within their communities
• Recognize, identify, name and address institutional conditions and instances of inequity and injustices particularly related to race, class, language, gender and sexual orientation
• Use the media proactively to advocate for public schooling and student learning

Building Equity in Diverse Communities

Understanding: Educational leaders proactively advocate for equity and deliver appropriate and effective educational services responding to the needs of our diverse communities.

Essential Question: How do school leaders optimize student success within diverse communities?

Knowledge and skills applied in classroom, school, district, and community:

Candidates will:

• Identify and challenge personal beliefs and assumptions about all children and their communities
• Maintain high expectations for all students
• Demonstrate a deep understanding of differences that affect student learning and implement appropriate strategies
• Develop close personal and positive working relationships with students and their families by personalizing teachers' and administrators' understanding of the range of needs and backgrounds of students
• Understand the politics that surround issues of diversity in our communities and advocate for the needs of all children
• Analyze and utilize disaggregated and triangulated data to make decisions that optimize learning for all students
• Foster resiliency that demonstrates caring, high expectations, support, and participation for all members of the educational community

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 of our students.

Essential Question: How do school leaders understand, manage and sustain systemic change that optimizes student success?

Knowledge and skills applied in classroom, school, district, and community:
Candidates will:

- Model the stages of the change process and demonstrate leadership managing a change process
- Articulate a clear vision for equitable schooling and build consensus with peers around this vision
- Acknowledge the difference between change and transition and develop and implement a plan to help others transition
- Know the history of change within organizations
- Understand the unique history and culture within your own school and/or district and the implication for current change efforts
- Recognize conflict as a learning opportunity and support others through conflict/resistance
- Demonstrate courage in helping someone in a leadership position become more effective
- Conduct collaborative action research based on collecting and using disaggregated and triangulated data in order to implement and/or assess a change effort focused on student learning

Inquiry, Research, and Reflective 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?

Knowledge and skills applied in classroom, school, district, and community

Candidates will:

- Read and interpret qualitative and quantitative research to provide a rationale that informs practice and maximizes learning for all members of the school community
- Understand, communicate and use district, school and class data to set goals, measure progress, and make decisions in an on-going cycle of reflection to increase student success
- Communicate relevant research in language that is understandable to staff, parents and students
- Communicate about practice as a teacher and teacher leader using descriptive, analytical, and reflective writing
• Conduct collaborative action research based on collecting and using disaggregated and triangulated data in order to implement and/or assess a change effort at your school

Program Design

EDAD 270 - Assessment and Induction
EDAD 275A - The Successful School
EDAD 275B - Improving Schools From Within and Without
EDAD 275C - Cultural and Socio-Economic Diversity
EDAD 275D - Politics and Economics of Education
EDAD 285A - Advanced Field Work/Peer Coaching/Mentoring

Candidates are required to earn a minimum of 24 units from the above listing, receive mentoring and peer coaching support each semester, successfully complete a portfolio exhibition based on their Professional Credential Induction Plan, and complete 30 hours per semester of non-university work or its equivalent in order to earn their Professional Administrative Services Credential. EDAD 275B is a six unit course; 270, 275A, 275C and 275D are two units. Ten units of Advanced Field Work are required. Advanced Fieldwork involves regular contacts for the beginning administrator with his/her university field work supervisor who is the expert coach, the district mentor, and the peer coach. In addition, candidates come together for regional small group support meetings monthly called Regional Meetings in which they review hot topics with the expert coach, field work supervisor, solve problems, and engage in a structured group peer coaching. Candidates prepare a portfolio of their work and exhibit it to a panel during the last semester in the program as part of their Advanced Field Work requirement. Thus, we require 24 units of coursework plus 60 hours of non-university work.

Candidates enroll as a cohort group, that is they begin the program together and take all core classes together during for the whole program. Each candidate’s program of study is individualized in order that the person may waive courses or experiences based on her or his previous or current depth of experience or assessed areas of competency already met through another methods. Course waivers and credit for experience make each student’s program meet the individual needs.

In general the Tier 2 program follows this outline. During the fall semester, students enroll in EDAD 270 (2 units), EDAD 275A (2 units), and EDAD 275C (2 units), and 285A (6 units). The emphasis in the first course is on developing the Professional Development Action Plan (PDAP), working closely with the district mentor, peer coach and university advisor who is the expert coach, and analyzing their leadership styles to see where they need additional skill building. EDAD 275A emphasizes being successful on the job, analyzing test data, and making data-driven decisions. EDAD 275C provides the candidates with in-depth skill building on socio-economic and cultural diversity issues in schools and communities and gives them practice in leading faculty and staff discussion concerning these issues in schools. During the spring semester, candidates enroll in EDAD 275B (6 units), EDAD 275D (2 units), and EDAD 285 A (4 units). The
emphasis in the second semester is on change theory and practice, leading and managing change, and dealing with faculty and staff in change processes. Each candidate prepares a change matrix, benchmarking the elements necessary for successful change for a program, system, or procedure each is examining in the school. In Ed Ad 275D, candidates learn skills for coping with the larger picture of political and economic forces in schools and districts. In EDAD 285A, candidates complete work on their Professional Development Action Plan (PDAP), complete their non-university professional development requirement, and prepare the portfolio for the final exhibit and oral defense.

All of the course syllabi for Tier 2 have included as course standards the new CCTC Standards for Tier 2 and the six main standards and their sub-headings of the California Professional Standards for Educational Leaders (CPSEL).

The 60 hour non-university requirement is completed during the program and must be consistent with the PDAP approved by both the mentor and the university advisor who is the field work supervisor and the expert coach. See course syllabi and Portfolio Guidelines and Rubric.

**Program Coordination**

Our program is designed around a cohesive curriculum and program organizational structure that forms not only a logical sequence among the various instructional components, but also provides for systematic and timely coordination and implementation of critical program milestones such as formal admittance and acceptance to the graduate school and to candidacy in the program. Dr. Barbara Gottesman, the Tier 2 coordinator, acts as advisor to all entering candidates. Each candidate is then assigned an SJSU advisor during the class sessions for EDAD 270. SJSU advisors are Educational Leadership faculty members who were successful school administrators and also highly qualified retired superintendents and assistant superintendents who work closely with the candidate during the program. The candidate chooses a school district mentor and a peer coach who is also currently a student in the Tier 2 program. The district mentor meets periodically with the candidate and the SJSU advisor to work on leadership goals. These meetings are held three times each semester. Many candidate meet more often with their mentors and advisors. Each candidate is paired with a partner peer coach who observes and acts as a critical friend during the course of the program. Each candidate meets for a peer coaching exchange at least six times a semester.

The faculty have prepared a comprehensive student handbook which is available to all candidates on the Educational Leadership website, [http://www.sjsu.edu/edleadership](http://www.sjsu.edu/edleadership). This handbook complements and extends official policy regulations found in the University Catalog and personalizes the candidate’s acceptance into the Educational Leadership program. More importantly, it sets forth the standards of expectation critical for success both academically and professionally. It is important to note that this Student Handbook is the product of research and evaluation of our program over the past seven years, from which student input and important anecdotal records of student experiences and comments have formed the major elements of the material presented. The website has been three years in the making and went on line during the summer of 2002 due to the efforts of the new Chair and Dr. Phyllis Lindstrom.
Built into the program are critical points for systematic monitoring, verifying and assessing a candidate’s progress, and his/her demonstrated “fitness” for the leadership challenges that not only our program sets forth but for those that the field of public school administration demands. In particular, the close relationship that is established between the SJSU advisor and the district mentor, that begins during the assessment/induction course and continues through the exit portfolio exhibition required of all graduates, helps maintain a vital checks and balances on the progress our students are making. The Professional Development Action Plan (PDAP) written by each candidate during the Assessment/Induction class, serves as perhaps our most reliable progress check since this plan serves as the basis for the mentoring and peer coaching experiences and for the projects which guide instruction in the core classes. The PDAP is updated by the candidate and the SJSU advisor each semester.

In the past, Dr. Gottesman, as the coordinator for the Tier 2 program, met with all Tier 2 instructors and field work supervisors at least once each semester. The first planning meeting orients the new people to the Tier 2 program. Together the coordinator, Tier 2 instructors and Tier 2 field work supervisors plan the Regional Meeting (group support meetings) topics, review Group Peer Coaching rules, assess the effectiveness of proposed district mentors, and review student needs. At the end of the year, the Tier 2 instructors and field work supervisors meet to review portfolios, student needs, changes in the program, and plans for next year. This group is in constant communication about student progress, planning activities to meet specific areas of student weakness, and to encourage students to persist in the administrative track or to counsel students out of the administrative track. Since each of the people involved in Tier 2 instruction or advising have had extensive school administrative experience, we can rapidly communicate with each other about student needs and frequently do so by phone and by email.

A major emphasis of the curriculum presented in each course is built around and/or taken from real life experiences of our students. Course content is centered on change matrix projects, case studies and simulations, and problem solving of issues that are central to that person’s work-life as an instructional leader. Each student’s Professional Development Action Plan is the focus for that student’s growth in our program, for work with the district mentor, for peer coaching, and for the non-university component of that student’s study. Thus the learning done by each student is personalized based on individual Professional Development Action Plan (PDAP) designed by the candidate after self-assessment with the advice of the SJSU advisor, the change matrix chosen, by the situations brought to class for discussion, by the interactions with the university advisor and particularly with the mentor and peer coach, and by the selection of activities chosen to complete the 60 hour requirement non-university requirement.

Another major emphasis is on helping each candidate develop and maintain a strong professional support network. School administration is a stressful and lonely profession. The contacts one develops early in one’s administrative career and the habits around working collaboratively with colleagues can help determine how successful one will be as a school leader. Thus, our program is a cohort program: candidates start together in the fall and stay together for all classes. Each candidate is assigned an SJSU advisor who meets with that candidate regularly. Each candidate chooses her/his own
district mentor with advisor approval, meets with the advisor and mentor at least three
times per semester and with the mentor alone many times. Each student is paired with a
peer coach from the class, is trained as a peer coach, coaches the partner at least three
times per semester and is coached by the partner at least three times per semester.

Both the peer coaching partner and the SJSU advisor who is the expert coach
develop relationships with each student which continue long after candidates complete
the program.

One of the requirements for Tier 2 is the Regional Meetings or group support
meetings, held three times in the fall and twice in the spring. Each Tier 2 field work
supervisor convenes a Regional Meeting on a set date at the beginning of October,
November, December, March, and April. We set the meetings in four key geographical
areas from Salinas in the south to San Mateo in the north. The Regional Meeting topics
are planned by the Tier 2 instructors and field work advisors at the beginning of each
semester. One hour is devoted to hot educational issues of the month. The next two
hours are for group peer coaching in which students can surface troublesome school
issues while their peers and the Regional Meeting leader use group peer coaching
techniques to help solve the problem. The feedback from Tier 2 students as they exit the
program has been that Regional Meetings are one of the best features of the program, a
place where they can use their skills and help colleagues solve problems.

Peer coaching has been a component of our Second Tier program since 1989.
Mentoring has been included since 1993. The faculty have extensively revised the
requirements for peer coaching for administrators, based on Dr. Gottesman’s 2000 book,
*Peer Coaching for Educators*, and based on student feedback and program evaluation.

Our program demands that our department establish and maintain a close, integral
relationship with area schools and administrators. Our faculty are encouraged and
rewarded for working with educational leaders throughout this region, state and nation.
Our department maintains, and has maintained for the past twenty years, Educational
Leadership Advisory Boards in both the North and South regions of our service area.
These boards are made up of local administrators, board members, former and present
students, community members, consultants, and business leaders. Both Advisory Boards
provide the department with valuable and timely advice, discussion of hot issues in the
state, as well as criticism and support as the year progresses. Both Advisory Boards meet
two or more times each year. Although it takes considerable effort and some financial
resources to maintain these councils at a quality level, we believe that they form a crucial
part of the integrity of the Program and serve to validate not only the design and direction
of the curriculum per se, but also the nature and form of the learning environment our
students experience, as well as the quality and character of our students, our faculty and
our field based colleagues who work side-by-side with us in instruction, fieldwork,
scholarship, and program evaluation.

Finally, the Department draws much of its strength from its close and integrated
association with the other seven departments in the College of Education and its various
other professional credential programs, and with the eight other Colleges in the
University. The nature of this strength takes on many forms: our faculty serve on
important University and system-wide committees and boards; professors from other
disciplines, when appropriate, are invited to visit our classes and discuss their areas of
interest and research; our students are encouraged to take courses in other departments
and disciplines; and our Credential programs form the core of our highly recognized and
nationally accredited NCATE standards for graduate education and the MA Degree in
Education.  With every full time and part time faculty member an experienced leader and
under the collaborative leadership of our Departmental Chair, our Department is fully
supported by the Dean, Provost, and University President.

In spring 2001, the new Dean Susan Meyers reorganized the College of Education into eight departments instead of four divisions with programs in each division. Dr. Barbara Gottesman was elected and appointed as the Chair for the new Department as we progressed from a program to a department.

The Chair for the Department of Educational Leadership functions as a collaborative colleague, the business manager and administrator for a department of leaders, and the Department’s representative to the College and the University. The Chair’s responsibilities include the following:

- acts as the business manager for the department and for faculty
- acts as budget director for the department
- evaluates probationary faculty and adjunct faculty
- hires all faculty and adjunct faculty with the consensus of the faculty
- reviews and signs all admissions to the program
- reviews and signs all credential applications
- sits on the Dean’s Council with the other department chairs
- works closely with SJSU admissions
- supervises the departmental administrative coordinator and office staff
- builds and coordinates course schedules
- completes reports as required
- coordinates the Tier 2, MAHEA, and Joint Ed. D. programs.

Release time is provided for the chair position. The percentage is determined by
the previous year’s FTES by assignment of the Provost. The current chair is 40% administration and 60% faculty. The chair reports to the Dean of the College of
Education and serves the faculty and students in Educational Leadership.

Standard 2: Design of the Professional Credential Induction Plan

As the initial component of the candidate's program in the Professional Administrative Services Credential Program, candidates are required to develop a Professional Development Action Plan (PDAP) with assistance from the assigned SJSU expert coach, the Tier 2 instructors, and the district mentor. The candidate meets with the SJSU expert coach and the district mentor at least three times during the first semester and two times during the next semester. During the first such meeting, the PDAP is amended and approved. This plan is individualized to support the overall development of
each beginning administrator. The PDAP is drafted in the program’s first course, EDAD 270 Assessment and Induction, based on self-assessment instruments, and continually refined throughout the program. Each PDAP is based on extensive assessment of that candidate’s skills, attitudes and behaviors regarding a broad range of administrative responsibilities.

Beginning administrators enroll in EDAD 270 within twelve months of securing their position. The course is taught during the last two weeks in August and first week in September in order to help the new administrator have plans in place as the school year begins. The course focuses on each beginning administrator assessing his/her strengths and areas for growth and then developing a plan (PDAD) to help him/her build professional competence. The assessments are chosen to be consistent with the California Standards for School Leaders. The PDAP will include additional coursework, including non-university professional development in most cases. During EDAD 270 the beginning administrator, in collaboration with the instructor, chooses a district mentor. In addition, he/she is assigned and meets with his/her assigned SJSU expert coach. To further support this person, each beginning administrator is given peer coaching training and chooses a peer coach from within the Tier 2 cohort. Peer coaches meet at least monthly away from class to support each other to meet the goals in their PDAPs. For the remainder of the two semesters in the program, the student works with her/his district mentor, SJSU expert coach, and peer coach, and meets in regional meetings three times to discuss any school-based problems desired and ways to meet the goals established in the PDAP. (See course syllabus for EDAD 285A.) Peer coaching is an integral part of the beginning administrator’s development of reflective practice and growth.

Overall, the professional credential assessment/induction program (EDAD 270) helps the candidate develop a PDAP to improve her/his professional competence as a beginning administrator. The induction process assesses the candidate’s administrative abilities and needs and outlines specific activities for facilitating each candidate's professional growth. An emphasis is placed on the candidate defining her/his professional growth through reflective practice and with the assistance and support of the peer coach, the mentor and the expert coach. Therefore, as candidates complete the induction phase of the Professional Administrative Services Credential Program, there is a clear plan for professional growth, practice, and reflection. There are periodic visits made by the SJSU expert coach to meet with the candidate and mentor and to review the progress of the PDAP. At the end of the program, the candidate prepares a future PDAP for his/her next three years of professional development and growth. This future PDAP is required in the exit portfolio.

The exit portfolio requirements are explained early in the Ed Ad 270 course, so that all Tier 2 students know what the expectations are for demonstrating ways in which their PDAP goals have been met. Each subsequent course in Tier 2 provides additional information, skills, and content to assist candidates in meeting the goals and the requirements of the exit portfolio.
Program Objectives

EDAD 270 Assessment and Induction

- explain requirements for the Professional Administrative Services Credential and SJSU Tier 2 program
- complete assessment instruments which portray aspects of your educational, management, leadership, and human skills as an administrator including needs, interests, job responsibilities and career goals
- interpret those assessment data including needs, interests, job responsibilities and career goals to inform the Professional Development Action Plan
- commit a practicing administrator from the district as a mentor to help student meet PDAP goals and to be successful as a beginning administrator
- teach peer coaching skills and pair members of the cohort to peer coach each other as a collegial support to meet the goals set forth in the PDAP
- Professional Development Action Plan includes individual performance goals, outlines specific strategies for achieving those goals, establishes timelines, and documents the student's progress as a beginning administrator in meeting the established goals
- plan Tier 2 program and Professional Development Action Plan with mentor and university expert coach
- reflect periodically on progress in meeting the Professional Development Action Plan with student, mentor and university expert coach
- discuss state laws, regulations and guidelines governing professional credentialing and staff assignment
- review the procedures to determine student competencies in the Tier 2 program

Our Five Themes Are Woven Throughout Our Program

- Leadership Concepts and Management Strategies
- Role of Schooling in a Democratic Society
- Building Equity in Diverse Communities
- Facilitating Collaborative Change
- Inquiry, Research, Learning, and Reflective Practice

STANDARD 3: CURRICULUM CONTENT

The content of the curriculum has a strong conceptual base and is organized to address principles of administrative practice in the thematic areas defined below in the updated and revised Vision for Educational Leadership, the faculty determined that the five conceptual areas of the new Vision
Leadership Concepts and Management Strategies
Role of Schooling in a Democratic Society
Building Equity in Diverse Communities
Facilitating Collaborative Change
Inquiry, Research, and Reflective Practice

also encompass the principles of administrative practice in the Tier 2 Professional Administrative Service Credential. Since most of our candidates have also completed the Tier 1 Preliminary Credential Program at SJSU, Tier 2 builds on the learning experiences in Tier 1. However, the Professional Development Action Plan (PDAP) written initially in EDAD 270, is based on the self-assessment, analysis, and determination of individual candidate’s talents and needs so the candidate can study areas of weakness in each of the conceptual areas in the core courses, in non-university learning activities, and in coaching sessions with the peer coach, SJSU advisor, and the district mentor. The objectives for each of the core courses - EDAD 275A, B, C, D - and the portfolio format are organized around the five themes. The PDAP drives each student’s action research projects, the choice of activities for the 60 hours of professional development, the foci for mentoring and the foci for peer coaching. The syllabi clearly reflect the consensus of our faculty as to what we want our Tier 2 students to “know and be able to do.” The newly revised course syllabi also reflect the new CCTC standards and the criteria set forth in the California Professional Standards for Educational Leaders.

The newly revised course syllabi are the result of a long process with broad input from our collaborators and colleagues in the field over a two year period, beginning in the fall of 2002. We began with an analysis of student and graduate feedback on the program. We revised our Vision for Educational Leadership with the input from a broad array of stakeholders. We reviewed the new CCTC standards and the California Professional Standards for Educational Leaders and infused them into each course syllabus and designed learning activities to meet the specific standards. We reviewed the process again in fall 2004 to meet the new CTC requirements, new legislation from the state, and the initial results from the first year’s testing of the national administrators’ exam.

THE PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

EDAD 270 - Assessment and Induction
EDAD 275A - The Successful School
EDAD 275B - Improving Schools From Within and Without
EDAD 275C - Cultural and Socio-Economic Diversity
EDAD 275D - Politics and Economics of Education
EDAD 285A - Advanced Field Work/Peer Coaching/Mentoring
The SJSU program is a two semester, cohort program, completed in fall and spring of one year. Students are required to earn 24 units from the above listing, receive mentoring support, coaching, and advising support each semester as part of the field work requirement, successfully complete a portfolio exhibition based on their PDAP, and complete up to 60 hours of non-university work or the equivalent. in order to earn their Professional Administrative Services Credential. Ten units of Advanced Field Work are required. Candidates will perform their exit exhibition during their last semester in the program as part of their Advanced Field Work, Mentoring and Coaching requirement.

The typical schedule works as follows:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 270 (2 units)</td>
<td>EDAD 275B (6 units)*</td>
</tr>
<tr>
<td>EDAD 275A (2 units)</td>
<td>EDAD 275D (2 units)</td>
</tr>
<tr>
<td>EDAD 275C (2 units)</td>
<td>EDAD 285A (4 units)</td>
</tr>
<tr>
<td>EDAD 285A (6 units)</td>
<td></td>
</tr>
</tbody>
</table>

Peer coaching and mentoring experiences are integrated into the curriculum of this six unit class.

STANDARD 4: Scope and Delivery of the Professional-Level Curriculum

The curriculum for the university and non-university components of the Professional Administrative Services Credential program builds upon the foundation of the Preliminary Administrative Services Credential program, and applies conceptual knowledge to administrative practice in ways that engage candidates in important issues of theory and practice.

BUILDING UPON THE FIRST TIER EXPERIENCE

In developing and choosing the assessment tools for EDAD 270, and in planning the curriculum for the core classes, we assume that our students have the knowledge-base related to the ten domains of the Preliminary Credential Program. We build the Professional Program around the active use of this knowledge-base in order to facilitate mastery of these skills, attitudes and behaviors. The diagram showing the Progression of Attention from Tier 1 to Tier 2 and the Tier 2 Planning Guide are helpful in showing this progression. In addition, in writing one’s PDAP, each candidate is required to identify at least 60 hours of non-university professional development or the equivalent that is based on identified areas of need analyzed in EDAD 270 and written as goals in the PDAP: activities chosen are advanced applications.

Several years ago we developed a graphic entitled Progression of Attention that we utilize with Tier 2 candidates to explain how the Professional Program builds upon the Preliminary Program.

INSTRUCTION IN ALL SECOND TIER CORE COURSES IS CHARACTERIZED BY

Presentation of theory, research and exemplary practices through
• a problem approach
• Team building and networking experiences Integration of peer coaching and mentor experiences
• Student processing, discussing, and applying knowledge and skills learned
• Student reflection upon current practice and action for personal and professional growth
• Student selected change matrix projects consistent with individual goals listed in the PDAP

A key component of instruction is the change matrix project. In each core course, the candidate will design, conduct and exhibit an in-depth research project based on the goals outlined in their PDAP and related to the role as an instructional leader. Thus the focus of the project is something central to their work at their workplace. Often this project will be done collaboratively with other class members who are undertaking very similar projects, for example improving the quality of the literacy program at their schools, and most often it will be done collaboratively within the educational community at the worksite since the project is real and ongoing and involves people from many sectors of the candidate’s work place. The change matrix is based on the work of Shirley Hord and Gene Hall at the Southern Education Development Laboratory (SEDL). Since Leading and Managing Change is a major conceptual area of the Vision for Educational Leadership and one of the constant factors in a school leader’s professional life, analyzing change and benchmarking the steps in the change process is critical to the work of the school leader. At the end of the program, each candidate makes a public presentation to classmates in preparation for making an authentic presentation to a School Board, School Site Council, school faculty, superintendent’s cabinet, etc. The candidate decides the appropriate audience. In many cases, the change matrix project may continue for several years after the program is completed. Many graduates indicate that the change matrix is a tool which guides all subsequent change and improvement efforts they make as school leaders. We initiated this focus on the Change Matrix in 2001, based on Dr. Gottesman’s work with Shirley Hord at SEDL and seven years of research and leadership for the South Carolina Center for the Advancement of Teaching and School Leadership.

Each candidate’s PDAP will serve as a guide for that candidate’s application of theory, research, and exemplary practices. All peer coaching and mentoring experiences are designed to further the candidate’s growth in identified areas. The non-university activities also serve this end. The PDAP is updated each semester collaboratively among the candidate, the mentor, the peer coach, and the university advisor.

It is our intent that all educational leaders completing our Professional Credential program be ethical and reflective leaders. To this end, we consistently initiate and support discussions regarding important issues that affect our students and our society, and expect and model moral and reflective leadership. Our new Vision for Educational Leadership includes a focus on Building Equity in Diverse Communities as an ethical and moral commitment of strong school leaders. In addition, we expect that our candidates will maintain interactive, reflective journals that are shared with the university instructor.
and the SJSU advisor, and, as appropriate, with the district mentor and peer coach. Candidates use this journal to reflect on course readings, presentations and discussions, mentoring and peer coaching experiences, and the change matrix project and how these relate to the candidate’s work world.

Regional Meetings for Tier 2 candidates have become the candidates’ favorite component of the Tier 2 program because the meetings are professional support groups where SJSU field work supervisors and their colleagues can share problems and solutions in a safe and confidential environment for three hours each month. As the Tier 2 students become more confident with the techniques of group peer coaching, many begin using coaching in their schools and then become very skilled at helping their colleagues solve school problems at Regional Meetings. These meetings also serve as models for networks that school administrators set up with their own colleagues and continue the process long after they exit the Tier 2 program.

STANDARD 5: CURRICULAR INDIVIDUALIZATION

The primary emphasis of our Tier 2 program is building the leadership capacity of each beginning administrator by using the goals in the PDAP and strong support from the district, university and peers. Whereas all second tier students take the same core classes, the key foci for student work in all courses is the PDAP and individually selected change matrix and research projects that are consistent with the PDAP. Peer coaching, expert coaching and mentoring experiences are designed to support these activities. District mentors have been extremely helpful for candidates with their needs, interests, and career goals. Interactive journal writing, non-university professional development, and review/revision of the PDAP and change matrix project every semester are also designed to support each of the candidate’s individualized learning opportunities. Honoring the student’s work commitments, classes meet one Saturday a month.

Non-university work is required as it supports the individual student’s goals as outlined in the PDAP.

CATEGORY II: SUPPORT AND MENTORING PLAN

Standard 6: Provision of Mentoring Experiences

| The beginning administrator's professional credential induction plan specifies provisions for mentoring and support activities to be provided by one or more experienced colleagues throughout the candidate's enrollment in the credential program. |

Rationale

The guidance, advice, feedback, and support provided by a more experienced colleague assists the new administrator in the performance of his/her role and helps to facilitate the development of professional norms. Sharing of the knowledge of practice needs to be a planned part of the design for administrative induction. Candidates may experience more than one mentor, and the primary mentor may change. The professional credential induction plan should outline the ways in which mentor(s) will work with beginning administrators to help them achieve their defined goals.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program
The mentoring component of the professional credential induction plan is developed collaboratively by the candidate, the university advisor, and the mentor administrator.

- Mentoring occurs on a regular, ongoing basis and reflects the candidate's changing needs and stage of professional development.
- Support and mentoring activities are appropriate to the individual needs of beginning administrators and are provided in ways that encourage reflection, build trust, and facilitate professional growth and development.
- Mentoring experiences may be individual or group activities, and may include, but need not be limited to, orientation of new administrators, job-alike meetings, function/division orientation, and mentoring.
- Activities are balanced to provide an awareness of a full range of administrative responsibilities, address both site level and district level functions, and provide experiences with diverse populations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

The San José State University Professional Clear Administrative Services Credential Program provides a comprehensive advisement and support system for students who are new administrators. University advisors are assigned and available to advise students about their academic, professional, and personal development through site visitations, mentor meetings, and individual appointments.

Students receive monthly, one-on-one coaching with their advisor. They complete a portfolio that includes pre and post self-assessments and the individualized Professional Development Action Plan (PDAP). Documentation of evidence of meeting targets includes verification of each student’s university advisor.

Mentors, who are experienced administrators and are chosen by the student with university advisor approval, take responsibility to assist in the professional/personal development of the new administrator. Mentors and university advisors meet monthly with the student in a coaching session in the candidate’s districts. In addition, one-on-one, on-line coaching from the university advisory is available to students and mentors. This support is available after formal completion of the program.

An emphasis is placed on the student defining her/his professional growth through reflective practice, with the assistance of a peer coach, a mentor and the university advisor as well as other administrative professionals. Therefore, as students progress through the Professional Clear Administrative Services Credential Program, there is a clear plan for advisement and support of their professional growth, practice, and reflection. A more complete description of the mentor program follows in Category IV.

Students apply directly to the Commission for Teacher Credentialing for their Professional Clear Administrative Services Credential Program.
STANDARD 7: MENTOR QUALIFICATIONS

Experienced administrators selected as mentors are qualified for this professional role, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Rationale

Mentors play a key role in the induction experience of the beginning administrator. They need to understand the needs of beginning administrators and be prepared to help and assist in the development of administrative expertise. They will be most effective if they are paired with candidates who share similar job responsibilities and are committed to assume responsibility with the employer, the university, and the candidate, for the mentoring component of the professional credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Appropriate criteria for mentor selection and assignment are established by each school district or employing agency. These criteria give attention to the person's professional expertise, coaching skills, and knowledge of the profession.
- Training/orientation is provided by the university, district, county office, or professional organizations to prepare mentors for their roles and responsibilities.
- Mentors maintain regular and ongoing contact with candidates.
- Mentoring relationships are evaluated on a regular basis, and changed or supplemented as necessary.
- Mentors value and embrace their professional responsibility to nurture and support new administrators.
- Mentors are recognized in appropriate ways by employers and by the university.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

All second tier students have been supervised by administrators, or retired administrators, hired by SJSU. Advisors all posses a California Professional Clear Administrative Services Credential and have a minimum of five years successful administrative experiences. The university advisor reviews the Guidelines for Mentors with the district mentor.

In the Professional Administrative Services Credential Program, students are required to develop a Professional Development Action Plan (PDAP) with assistance of the mentor and the university advisor. This plan supports the overall development of the beginning administrator. The PDAP is introduced in EDAD 270 (Assessment and Planning) and continually refined throughout the program.
The student's academic and professional needs are provided for throughout the program by individual consultations with the university advisor, mentor support, peer coaching, and university classroom participation. There is a joint responsibility of the university and the mentor to determine who is suited to practice in administrative positions. The Professional Administrative Services Credential Program only certifies those students who demonstrate the skills and knowledge necessary to be successful administrators. This is demonstrated by their completion of their PDAP and demonstrated through an exit portfolio exhibition. (See portfolio expectations.)

We have found that the relationships between the student and her/his peer coach, mentor, and university advisor are central to the success of the beginning administrator. School administration is stressful and lonely work. A clear focus of our Professional Clear Administrative Services Credential Program is reducing the isolation. All beginning administrators experience some difficulty on the job and need some form of assistance. For most, this assistance comes from confidential conversations with her/his peer coach and/or mentor and/or university advisor.

However, at times the beginning administrator needs intense support and/or intervention. The university advisor must act in appropriate ways, usually in concert with the mentor, to support our students and at times to counsel them into personal counseling or even to change jobs. Every year there are several of our students who require and receive this type of intensive support, intervention, and guidance. Most often, the university advisor involved consults with the other university advisors since we each know all of the students well.

Program Objectives
Assistance and Retention for Students

• Assistance and information are provided to students needing academic and professional assistance.

• Monthly meetings are held with the student, the mentor and the university advisor to review the candidate's progress on her/his PDAP, which informs candidates of their strengths and weaknesses, insures ongoing mentoring support, provides opportunities for improvement, informs of marginal performance, helps improve marginal students, and dismisses students from the program who are determined to be unsuited to serve as administrators if necessary.

• University in consultation with students' mentor establishes appeal procedures and informs students of their rights to appeal.

CATEGORY III: CANDIDATE COMPETENCE AND PERFORMANCE
STANDARD 8: EXPECTATIONS FOR CANDIDATE COMPETENCY

The Professional Administrative Services Credential Program requires that each candidate develop a PDAP during her/his first month in the program. The plan includes our five department themes related to principles of administrative practice and are conceptual themes woven throughout the advanced level of preparation for school administrators. All syllabi are organized around these themes, and course objectives are
matched with the objectives under the six themes of the California Standards For School Leaders. (See syllabi.) Each candidate develops goals and objectives which meet the expectations of the program in the broadly defined thematic areas depending on her/his past experiences, current job assignments, and future career development goals and plans. The PDAP includes the ways in which performance in meeting those expectations will be measured. The PDAP also includes a description of non-university professional development activities which will support this plan. The PDAP is reviewed and approved by the university expert coach and the district mentor. Furthermore, we expect each candidate to conduct a quality Change Matrix project consistent with the PDAP and serve as a quality peer coach for another Tier 2 student.

All candidates complete a portfolio to exit the program. The purpose of the portfolio is for the candidate to demonstrate that he/she has met the goals outlined in the PDAP. The portfolio is presented to and approved by the district mentor and university expert coach. As part of the exit portfolio, each candidate prepares a “Future PDAP” which is the same form used for the Tier 2 PDAP and indicates his/her plans for professional development and growth in the next three to five years after Tier 2 is completed. Many include in the Future PDAP a plan to continue with their peer coaching and to use the Change Matrix for benchmarking future change and improvement projects.

**Program Objectives**

**Student Competence and Performance**

- The individualized program of studies including the PDAP, university and non-university components is designed to foster development that is congruent with the California Standards For School Leaders.
- Areas of special emphasis are recognized and defined in the PDAP.
- The PDAP includes clearly stated expectations and indicates how progress in each thematic area will be assessed.
- The candidate, the university expert coach, and the district mentor all have input into the design of the PDAP and the ways in which competence is measured.
- Curriculum offerings, individual mentoring experiences, and other professional development experiences are offered to prepare candidates to meet the defined expectations.

**Our Five Themes Are Woven Throughout Our Program**

| • Leadership Concepts and Management Strategies |
| • Role of Schooling in a Democratic Society |
| • Building Equity in Diverse Communities |
| • Facilitating Collaborative Change |
| • Inquiry, Research, Learning, and Reflective Practice |
STANDARD 9: ASSESSMENT OF CANDIDATE COMPETENCY

The assessment of Tier 2 candidate competency consists of continuous formative evaluation and a final summative evaluation. The initial assessment documents include

- Admission letter of reference from supervisor or district superintendent
- Admissions essay with a philosophy and implementation practices
- Initial assessment of candidate areas of strength and weakness using five formal inventories
- The Professional Development Action Plan (PDAP)
- The Change Matrix for school change (research and practice)
- Critical essays and formal school reports as part of course work
- Major papers on each of the five themes of Educational Leadership as course assignments
- On going and continuous work on assembling evidence of competency for the final portfolio

The professors who teach the academic courses and the field work supervisors who act as university advisors and expert coaches also use on going, informal assessments as formative evaluation:

- Timely work on and achievement of the PDAP goals and objectives
- Professional interactions with the expert coach, district mentor, and peer coach
- Scheduling and keeping professional appointments
- Adhering to deadlines and responsibilities
- On going and continuous work on assembling evidence of competency for the final portfolio
- Knowledge of district policies
- Knowledge of Tier 2 requirements

The expert coaches, the academic course instructors, and the Tier 2 coordinator meet on a weekly basis to discuss and augment student needs and progress. Meeting student needs is the primary aim of all faculty involved in the Tier 2 program, and assessment is conducted in a confidential and professional manner.

The final or summative assessment is the Tier 2 Portfolio of Competencies, which is compiled during the two semesters of Tier 2 in conjunction with academic courses and field work, is due one month before program completion.
PORTFOLIO OF COMPETENCY:
The portfolio shall contain, at a minimum, the following items:

- The candidate’s current resume
- The candidate’s completed PDAP signed by the program coordinator, the expert coach, the district mentor, and the candidate
- The scored self-assessment instruments: LBAII, LBI, SDI, 21st Century Administrator, rating on Balanced Leadership 23 effective leader behaviors that affect student achievement
- A reflective essay and at least 3 pieces of evidence for each of the five themes of Educational Leadership
- The Change Matrix and summative essay on implementation of the change in school
- Peer Coaching log and reflection on value
- Mentor log and reflection on value
- Future PDAP for the next 3 years of professional development
- Evaluative essay on each component of the Tier 2 program

All three of the student’s advisors – the expert coach, the district mentor, and the Tier 2 coordinator – review the portfolio. Each candidate is required to present the final portfolio in a formal meeting with his or her district superintendent via a Power Point presentation, the actual portfolio, artifacts, and a question and answer period. The candidate may also invite her or his peer coach, other instructors, and other district office personnel. The expert coach evaluates the formal presentation along with the district mentor and the Tier 2 coordinator. With the approval of all three supervisors on the portfolio and completion of other required work, the candidate is approved for recommendation for a Professional Administrative Credential.

DEMONSTRATION OF MASTERY OF FIELDWORK PERFORMANCE STANDARDS

Options for administrators who at an early stage are able to demonstrate that they have reached a level of administrative competence expected to merit recommendation for the Professional Clear Administrative Services Credential are necessary in some circumstances and it is the belief of the department that we can respond to this need in a competent and professional plan. The plan will include the following:

- Evaluation of the candidates’ prior experience and education to determine that they have substantial administrative knowledge and ability prior to considering them for this option.
- The same fieldwork assessments procedures that are used on regular program candidates will be used on these candidates.
Records will be maintained of the procedures used in implementing this option and results of the assessment that forms the basis for the credential recommendations.

The Program Objectives for the Ed Ad 242 A and B will become the objectives for the Mastery of Fieldwork Candidate. In addition, a Mastery of Fieldwork process form will be utilized in order to provide the candidate an individual Professional Development Action Plan developed in collaboration with the district supervisor, university supervisor and the candidate.

**Program Objectives for Ed Ad 242 A and B**

**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.

- **PROFESSIONAL RESUME**
- **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.
- **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:

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

- **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 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.

- **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.
• 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.

• 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 Achievement Summaries to place in your final exit Portfolio at the end of the two year program.

• 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.

• 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.

The guidance, advice, feedback and support provided by the two experienced supervisors assist the new administrator in the performance of his/her role and helps to facilitate the development of professional norms. This sharing of knowledge and practical experiences is of great benefit to the candidate. This also serves as the basis of a mentoring component of the professional work of the candidate and may continue to serve them in the future on an ongoing basis.

Important factors of the mentoring style component of support may include:

- a collaboratively developed plan to reflect on the candidate’s changing needs and possible professional development needs
- activities that are appropriate to the individual needs of beginning administrators are provided in ways that encourage reflection, build trust, and facilitate professional growth and development.
The “dual supervision team” of the district and university provided in fieldwork is an excellent foundation for establishing trusting and successful experiences for future mentoring opportunities.

This mentoring component can lead to more individual or group activities in job-alike meetings as the candidate moves through administrative work. It can be done one-on-one on-line from the university supervisor. This support is available after formal completion of the program.

MASTERY OF FIELDWORK - PROCESS FOR ACSA/SJSU

___ Establish meeting with Department Chair of Ed. Ad. (or designee)
___ Assess needs based on transcripts and work and life experience
___ Develop a collaborative Professional Development Action Plan (PDAP) with goals and objectives
___ Select appropriate coach/mentor
___ File for admittance at SJSU
___ Register for class at SJSU
___ Meet with coach/mentor to discuss progress of PDAP
___ Complete PDAP and sign off with coach/mentor and Dept
Department of Educational Leadership

“The vision of the Educational Leadership 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.”

Thus the five enduring understandings for this course are:

- Effective school leaders facilitate the development, articulation, and implementation of a deeply held, clear, shared vision of learning in a democratic society, focused on maximizing learning for each student that is supported by the school culture and diverse stakeholders in the community.
- Effective educational leaders understand systemic change, organization development, team building, participatory decision-making, and transformative leadership and use change theory and the moral imperative to facilitate teamwork, collaboration, and cultural change.
- To optimize success for all students, effective educational leaders understand, reflect, and act on leadership and management concepts.
- Effective schools are characterized by collaborative leadership and building leadership capacity among the all members of the school community.
- Effective leaders develop systems and continually assess operations so they do not impede student learning.
Catalog Description:
Management and leadership theories and applications to the school, organizational development, clarification of professional beliefs, group process skills, dynamics of change, school reform, collaboration and resiliency.

Course Purposes: This course focuses on management and leadership and how the educational leader carries out those important roles. We shall also deal with the educational leader’s persona and the dynamics of change as they relate to the leader’s role.

Course Prerequisites: Admission to SJSU graduate studies. Admission to the preliminary administrative services credential program. Completion of at least three years of classroom teaching.

OUR FIVE THEMES IN THE EDUCATIONAL LEADERSHIP PROGRAM:
- Leadership Concepts and Management Strategies
- Role of Schooling in a Democratic Society
- Building Equity in Diverse Communities
- Facilitating Collaborative Change
- Inquiry, Research, Learning, and Reflective Practice

CORE VALUES
As an Educational Leadership Department, we believe in the strengths of all students and deeply embrace these core values:
- Public education as cornerstone to a democracy
- Equity to maximize learning within the context of social justice for all students
- Collaboration as we work together and with others
- Broad definition of leadership including commitment to teacher leadership to improve schools student achievement.
- Research, inquiry, reflection, and continuous professional learning for on-going improvement of our work and that of schools
- Partnerships with school districts, families, professional organizations, city, local and the business community

Course Objectives:
By the end of the course you will:

LEADERSHIP CONCEPTS AND MANAGEMENT STRATEGIES
- Understand how to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualititative indicators. (1.1)*
- Be able to communicate and implement the shared vision so the entire school community understands and acts on the mission of the school as a standards-based education system. (1.2)
- Learn to establish school structure, patterns and processes that support student learning. (3.2)
- Be able to utilize the principles of systems management, organizational development, problem solving and decision-making techniques fairly and effectively. (3.6)
• Understand the importance of sustaining a safe, efficient, clean, well-maintained and productive school environment that nurtures student learning and supports the professional growth of teachers and support staffs. (3.5)
• Understand the importance of modeling personal and professional ethics, integrity, justice and fairness and expect the same behaviors from others. (5.2)
• Reflect on personal leadership practices and recognize their impact and influence on the performance of others. (5.4)
• Encourage and inspire others to higher levels of performance, commitment and motivation. (5.5)
• Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities. (5.6)
• Demonstrate skills in decision-making, problem solving, change management, planning conflict management and evaluation. (5.1)
• Collect and report accurate records of school performances.
• Articulate purposes of education and school based on research.
• Facilitate effective and productive meetings where participants become informed and share responsibilities.
• Develop and practice effective and skillful communication skills, including listening, speaking, presenting, writing and publishing.

ROLE OF SCHOOLING IN A DEMOCRATIC SOCIETY
• Understand how to shape a culture where high expectation for all students and for all subgroups of students is the core purpose. (2.3)
• Be prepared to provide opportunities for all members of the school community to develop and use skills in collaboration, leadership and shared responsibility. (2.6)
• Protect the rights and confidentiality of students and staff. (5.10)
• View oneself as a leader of a team and also as a member of a larger team. (6.1)
• Understand the importance of, and have the ability to engage the public and welcome and facilitate constructive conversations about how to improve student learning and achievement. (6.6)
• Understand the historical perspective of school reform.

BUILDING EQUITY IN DIVERSE COMMUNITIES
• Use the influence of diversity to improve teaching and learning. (1.1)
• Promote equity, fairness and respect among all members of the school community. (2.1)
• Understand the value and importance of foster resiliency that demonstrates caring and high expectations.

FACILITATING COLLABORATIVE CHANGE
• Identify and address any barriers to accomplishing the visions. (1.4)
• Shape school programs, plans and activities to ensure integration, articulation and consistency with the vision. (1.5)
• Know how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (6.4)
• Create a culture that values risk taking and courage.
• Support participation for all members of the educational community.
• Know the history of change within organizations.

**RESEARCH, INQUIRY, LEARNING, AND REFLECTIVE PRACTICE**
• Make and communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices and equity. (5.3)

* The complete list of *California Professional Standards for Educational Leaders* (CPSELS) is published on the website [http://www2.sjsu.edu/edleadership](http://www2.sjsu.edu/edleadership)

**ESSENTIAL QUESTIONS**

1. **Building equity in diverse communities:**
   How does my vision for schooling guide me as an increasingly courageous, skillful leader focused on building equity in diverse communities?

2. **Facilitating collaborative change:**
   What are the skills, attitudes and behaviors necessary for courageous, skillful leaders to build a learning community with a shared vision of excellence and equity?

3. **Leadership concepts and management strategies:**
   How do managers establish systems to solve problems, manage recurring school functions and effectively carry out school/district practices and policies that result in a positive learning environment?

4. **Role of schooling in a democratic society:**
   How do leaders build diverse teams that are sustained and motivated in their work, thrive on meeting the changing needs of schools and communities, constantly seeking to improve learning for all students, and develop leadership skills in others?

5. **Inquiry, research, learning, and reflective practice:**
   How do leaders advocate for, nurture, and sustain a school culture and instructional program conducive to ongoing learning based on the cycle of inquiry?

---

**Remember, an educational leader reads and communicates with passion about educational issues at every opportunity and creates these opportunities on a daily basis. As professional educational leaders, we expect this from you at each class meeting!**

**GRADING**
The grade you earn in this class will be determined by the quality of your work. All assignments, along with active class participation and regular attendance, are required. If all assignments are completed at an acceptable level for graduate work, submitted on or before the due date and if you actively participate in class, you will earn a grade of A. Late assignments may receive reduced credit.

You are welcome to discuss the adjustment or revision of any course assignment to make the work more relevant to you. Please contact the instructor if you wish to discuss an alternative assignment.

Effective written communication is an indispensable skill for school leaders. I will read and reflect on each assignment you prepare. I reserve the right to return any assignment not meeting the standards for work in this course for further revision and/or polishing. Some written assignments will be completed in class.

The Educational Leadership Department holds high expectations of each of you. We believe that schools will improve if the leaders of those schools are prepared with the skills and motivation needed to inspire outstanding performance. The schools and students are our customers, but you as a leader and your proficiency as a leader are
our product. We are committed to preparing you well. Your grade in this course is an important indicator of how well you are preparing for excellence in leadership.

We have high expectations of each of you. Schools will improve if our leaders have skill, pride, passion, and vision. We want the community to know that each educator who emerges from the SJSU Program is that kind of leader.

A $10.00 fee will be collected during the first month of class; fee pays for costs for the Saturday classes and some duplication.

REQUIRED ASSIGNMENTS
EdAd 200-201 - Course Assessments

<table>
<thead>
<tr>
<th>Completed with Pride</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Other (Submit all papers electronically)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer collaboration and thoughtful class participation</td>
<td>Weekly</td>
<td>See rubric</td>
<td></td>
</tr>
<tr>
<td>Your Reflective Journal/Creating Deeper Understanding</td>
<td>As Assigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview Three Leaders</td>
<td>October 1, 2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Vision</td>
<td>As per course schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead a Meeting at School (or shadowing another person)</td>
<td>October 29, 2007</td>
<td>Please let me know when you are leading the meeting; I will attend if my schedule and your schools' protocols allow</td>
<td></td>
</tr>
<tr>
<td>Solve School Management Issue Includes a 4 page paper and a 10 minute presentation</td>
<td>November 5, 2007</td>
<td>DRAFT is due October 29, 2007</td>
<td></td>
</tr>
<tr>
<td>Attend and reflect on a School Board Meeting</td>
<td>November 5, 2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After reviewing school data, identify a problem, and suggest a School Improvement Recommendation</td>
<td>November 26, 2007</td>
<td>Must be in APA format</td>
<td></td>
</tr>
<tr>
<td>Respond to the Essential Questions (References are to be cited)</td>
<td>November 26, 2007</td>
<td>Meets SJSU Writing Requirement - see Rubric for writing and for the Essential Questions</td>
<td></td>
</tr>
</tbody>
</table>

1. Peer collaboration and thoughtful class participation are expected.
   Individual Due Weekly
   It is through professional interaction that ideas become clearer, theories translate into practices, and leadership communities are formed. Engage yourself in active learning and participate in honest, spirited discussions. Be prepared for two activities:
   a. Facilitate a class discussion
   b. Share with the class your learnings from class assignments.

   We expect you to attend every class. If you cannot attend, for some reason, call and we will arrange an alternative assignment.

2. Your Reflective Journal/Creating Deeper Understanding
   Individual Due as Assigned
   Be an active member of your school’s leadership and document all you can about how teams form and learn to work together. Active reflection is a vital component of leadership; school change will not occur without it. At the close of many classes, you will receive a writing prompt for your journal to guide reflection. The prompt will relate to the leadership standards and topics discussed in class (or you may select your own topic for reflection).

   Use this reflection to analyze what value the class discussion has for your workplace or to your emerging leadership vision and/or style. The reflection may take the form of analyzing leadership opportunities in your workplace:
3. Interview Three Leaders
Individual/Team Assignment Due October 1, 2007
As a team, interview your principal, your superintendent (or designated district person), and someone not in a formal school leadership position whose leadership you respect greatly. As a team, submit one paper summarizing all interviews in about three pages (single spaced); about a third of the paper should be your individual reflective comments. Describe the position of leadership and the years in an administrative/leadership role. Ask
a) Why the person selected this role
b) What preparation was helpful and what else would have been helpful
c) What does the person find rewarding
d) What does the person find frustrating
e) What leadership skills are most important for this role/responsibility
f) What would the person like to do over again
g) In what group(s) does the person find allies; where does s/he find resisters or saboteurs
h) What are the priorities for the year
i) What is worth fighting for
j) How does the person set priorities, allocate time, and find people to wage this fight
k) What is the district support for emerging school leaders and any formal/informal relationships that have been established to help the person in his/her role
l) What are the person's greatest strengths and areas for improvement
m) What compromises are made to meet the daily-ness of the job
n) Questions regarding your interest

4. Lead a Meeting at School
Team (up to 2-3) or Individual Assignment Due October 29, 2007
Leading a productive meeting, facilitating discussions, or conducting a group problem-solving session is an authentic opportunity to synthesize strategies you have learned in class and a chance to improve upon ineffective meetings you have attended. Choose one of the topics discussed in class, a problem at your school, a pending decision from your work site, or a typical faculty or committee meeting you will lead now or in the future. Plan your meeting with the focus you have chosen. We can all learn from each other. If you have trouble locating a school problem, or a focus for this presentation, I am certain we can think of one together. Prepare a ten-minute report of your experience to present to the class: explain the purpose of the meeting, what was accomplished, how describe how the meeting went, and tell how you might improve your meeting management in the future.
Please let me know when you are leading the meeting; I will attend if my schedule and your schools' protocols allow.

5. School Management Issue
Individual or Team Assignment Due November 5, 2007
People do not follow unless their basic needs are being met. Being a good "manager" is important to developing followership and therefore to become a successful leader. In class, you will identify a management issue at your school that could work better. As a team, you will develop and implement a
plan to improve this issue. Your team's four-page (maximum and based on single spaced) write up should have the following sections:

a) Background
b) Statement of the problem (the purpose of the involvement)
c) Questions you needed to ask
d) Description of your intervention
e) How it went
f) How you know
g) What you learned

On November 8, you will provide a ten-minute PowerPoint presentation of your findings and recommendations to the class.

This writing is to be kept for possible inclusion in your portfolio.

6. School Board Meeting
   Individual Assignment Due November 5, 2007
   Attend and observe at least one Board meeting. Be a critical observer. Focus on the clarity of purpose, roles, preparation, effectiveness, sequence of items on the agenda, time allocated to each item, opportunity for public input, and what that says to you about the culture of the district. Submit a one- to two-page (single spaced) report that includes a personal reflection.

7. School Improvement Recommendation
   Individual or Team Assignment Due November 26, 2007
   The use of student and school data to inform and improve practice is a critical leadership skill. Perhaps the primary area in which school leadership responsibilities have changed in this high-stakes environment is around accountability as measured by student performance data. You are to collect and organize school data to develop and justify a recommendation for improving student learning at your school. Use of the Internet and a computer spreadsheet program are required for this assignment. This paper will vary in length and is to be written using the American Psychological Association (APA) style manual.

   This writing is to be kept as it is the beginning of your action research project (ARP).

8. Vision
   Individual Assignment Due (to be determined)
   You will draft your personal vision. After reflecting on several readings and viewing a presentation on vision, you will revise your vision statement.

9. Essential Questions
   Individual Assignment Due November 26, 2007
   Write this paper using what you have learned in class, on the job, and by reflecting on the issues raised in class. Demonstrate you understand the essential questions and the course content by specifically referring to the discussions, readings, theories, leadership assessments, authentic experiences, and your reflections. The scoring rubric is on page 22.

1. Building equity in diverse communities:
   How does my vision for schooling guide me as an increasingly courageous, skillful leader focused on building equity in diverse communities?

2. Facilitating collaborative change:
   What are the skills, attitudes and behaviors necessary for courageous, skillful leaders to build a learning community with a shared vision of excellence and equity?

3. Leadership concepts and management strategies:
How do managers establish systems to solve problems, manage recurring school functions and effectively carry out school/district practices and policies that result in a positive learning environment?

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5. **Inquiry, research, learning, and reflective practice:**
   How do leaders advocate for, nurture, and sustain a school culture and instructional program conductive to ongoing learning based on the cycle of inquiry?

This writing is to be kept for possible inclusion in your portfolio.

**REQUIRED READING**

Concise Rules of APA Style (The Official Pocket Style Guide from the American Psychological Association). The ISBN number is 1-59147 252 0.


Articles as assigned; some are posted on the department’s website.


Lopez, José A., Magdaleno, K. & Mendoza-Reis, N. Developing Leadership for Equity: *What is the Role of Educational Leadership Programs? Educational Leadership and Administration: Teaching and Program Development, Volume 18, Fall 2006.* 11-19


**RECOMMENDED READING**


In addition to the required reading, you may wish to use educational journals as important sources of cutting-edge information. Many of these journals can be found on-line. Among the best are:

- **ASCD (Educational Leadership)**  
  1703 North Beauregard St.  
  Alexandria, VA 22311  
  [www.ascd.org](http://www.ascd.org) (sign up for the daily SmartBriefs and on-line full text articles)  
  [www.ascd.org/ubd](http://www.ascd.org/ubd) (for information on Understanding by Design)

- **Educational Weekly**  
  [www.edweek.org](http://www.edweek.org) (free news on-line)

- **Kappan Phi Delta Kappan International**  
  P.O. Box 789  
  Bloomington, IN 47402-9961  
  Available on-line through the SJSU library resources

**Important websites:**

- [www.essentialschools.org](http://www.essentialschools.org) (Coalition of Essential Schools)
- [www.bayces.org](http://www.bayces.org) (Bay Area Coalition of Equitable Schools)
- [http://www.schoolredesign.net](http://www.schoolredesign.net)
- [http://www.teachingforchange.org/](http://www.teachingforchange.org/) (Teaching for Change)

Susan L. Kendall, Education Librarian  
Dr. Martin Luther King Jr. Library - San Jose State University  
One Washington Square  
San Jose, CA 95192-0028  
408.808.2039 VOICE  
408.808.2009 FAX  
[Susan.Kendall@sjtu.edu](mailto:Susan.Kendall@sjtu.edu)  
http://www.sjlibrary.org

**PLAGIARISM**

**Plagiarism Policy:** The San Jose State University policy regarding plagiarism and academic honesty can be found in the University Schedule of Classes and the University Catalog. Plagiarism is defined as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work, knowingly or unknowingly.
2. Representing another’s scholarly or artistic works as one’s own.

Plagiarism is not acceptable. The instructor will discuss any instances of suspected plagiarism with the student involved and apply appropriate sanctions. Evidence of plagiarism may result in course failure as well as expulsion from the program and San Jose State University.

ACADEMIC INTEGRITY POLICY

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

ACCOMMODATIONS OF STUDENTS OF DIFFERING LEARNING ABILITIES

If you need course adaptation or accommodations because of The Educational Leadership Department will accommodate students with differing learning abilities and/or handicaps through the resources of the San Jose State University Disabilities Resource Center at 408-924-6000, http://www.drc.sjsu.edu
## Appendix A – School Board Meeting

### District: __________________________  Time of Board Meeting ______________

### Date of Board Meeting: ________________  Location of Board Meeting ___________

### Note Taking Form

<table>
<thead>
<tr>
<th>Observe</th>
<th>My Notes</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legal Components</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Notice: Where posted?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agenda: In advance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure for public input</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agenda items that invite public input</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Board Meeting Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seating: Raised platform? “fence” between the Board and the public?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enough chairs? Armchairs for the Board members? Public?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microphones: How used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time per item: Listed? Stated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural climate of the Board meeting: Inclusive of community?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separate from community? Part of the community?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Components</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader: Who seems to control the meeting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board members’ demeanor toward public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments of tonight’s Board meeting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is the Mission/Vision of the district communicated through the Board meeting? Members? Agenda? Other?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Number and type of public who attended this meeting: you, parents/general public, visitors/press?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use a separate paper to give your personal reflection, identify questions, and to summarize your notes.
Appendix B - Management Task

Your write up should have the following sections:

1. Background - Make a clear case that the issue is important and worth dealing with.
2. Problem Statement - The problem was that.....
3. Purpose Statement - The purpose was to ....
4. Questions that you need to ask
5. Your Intervention
6. How it went and how you know
7. What you learned

Sections 1 to 5 are due in draft form by November 4 so that we can give feedback at class in November. On November 26, your team will provide a ten minute PowerPoint to present your findings and recommendations to the class.

Self Evaluation for EdAd 200 Management Issue Project

Team Name: ____________________________________________

The following CPSEL standards were used to design the School Management Issue Activity. In completing the project with your team, how do you rate your learning?

Check the box that applies.

<table>
<thead>
<tr>
<th>Calif. Professional Standard for Educational Leaders</th>
<th>Little</th>
<th>Some</th>
<th>Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn to establish school structure, patterns and processes that support student learning. (3.2)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Be able to utilize the principles of systems management, organizational development, problem solving and decision-making techniques fairly and effectively. (3.6)</td>
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</tr>
<tr>
<td>Demonstrate skills in decision-making, problem solving, change management, planning conflict management and evaluation. (5.1)</td>
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<tr>
<td>Be prepared to provide opportunities for all members of the school community to develop and use skills in collaboration, leadership and shared responsibility. (2.6)</td>
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<tr>
<td>Make and communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices and equity. (5.3)</td>
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</tbody>
</table>

Generally, how close are you to meeting the above standards?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What grade would you give yourself? Why?

__________________________________________________________________________
What grade would you give your team? Why?

__________________________________________________________________________
__________________________________________________________________________

Comments?
__________________________________________________________________________
__________________________________________________________________________

<table>
<thead>
<tr>
<th>Management Task Rubric</th>
<th>In Progress</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of Work</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly argues for the issue as an important and worthwhile issue. The reader can follow the connection between the history of an issue and the intervention offered.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem statement:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directly infers from the background. Statement is concise and coherent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes a direct link between theory of action and the problem statement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questions:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lists queries that increase the likelihood of success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intervention:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Is well thought out, engages others in solution planning, and seems likely to succeed in addressing the problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses data to monitor progress throughout the implementation of the intervention. Shows how it went and demonstrates how reflective the effort was.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows what was learned and offers areas for consideration for future leadership efforts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C – School Improvement Recommendation

SCHOOL IMPROVEMENT RECOMMENDATION ASSIGNMENT (APA format required)

PART 1 – SCHOOL PROFILE
The first part of this assignment is a one-page description or profile of your school. You can find this information on your school’s SARC (Student Accountability Report Card). This should include information about:

- geographical, social, cultural, educational and economic community base
- relevant information about the school district
- pre-kindergarten, Head Start and other feeder programs and schools
- language, racial and ethnic make-up of the student body
- special categories of students or school staffing
- school facilities, including technology, library and media resources
- other important characteristics of this school

PART 2 – STUDENT PERFORMANCE DATA SUMMARY
The second part of the School Improvement Recommendation assignment will be started on Oct. 2. At this time you will have an opportunity to work in the computer lab to complete the Student Performance Data summary. You will learn how to access your school’s AYP, API, CAT 6, and other measures of student performance. Add to this local student performance data.

PART 3 – CONCLUSIONS/ANALYSIS OF DATA
The third part of the School Improvement Recommendation assignment will be to analyze and draw conclusions from the data that you have gathered. One of the sessions on Oct. 21 will be about analyzing data and should help you in this process. Use the “Analysis of Current Educational Practice” to guide you in your analysis. Follow the five steps to set one goal for improving student achievement and describe one specific action for improvement.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

1. What do the data tell us?
   - What do we know as a result of examining these data?
   - What do we think as a result of examining these data?
   - What don’t we know as a result of examining these data?
   - What do we want to know as a result of examining these data?
   - How do/will these data help us improve instruction?

2. Identifying Root Causes
   - Use the “Five Whys” activity to help your analysis:

     Problem Statement: (e.g., low scores in comprehension among Latino males)

     Why do you think this occurs?
     And why do you think your previous statement occurs?
     And why do you think this occurs?
And why do you think this occurs?
And why do you think this occurs?

3. Translation into Needs Statements

<table>
<thead>
<tr>
<th>Need</th>
<th>Supporting Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino males need to.....</td>
<td>• Only ____% of the Latino males....</td>
</tr>
</tbody>
</table>

4. Setting Goals

Use the following criteria as a guide for setting your goal:
- Clearly stated
- Realistic and measurable
- Achievable within a reasonable time frame

<table>
<thead>
<tr>
<th>Needs Statement</th>
<th>Goal Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school needs to improve the comprehension scores of Latino males ...</td>
<td>By September of 2008, “ ____” school will</td>
</tr>
</tbody>
</table>

5. Create an action plan. You may use the following template:

**ACTION PLAN FOR IMPROVEMENT**

**AREA FOR IMPROVEMENT:**

**GOAL:**

<table>
<thead>
<tr>
<th>Major Tasks</th>
<th>Who is Responsible</th>
<th>Resources Needed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D – Essential Questions: Meets Writing Requirement

Assignment Description: Graduate Writing Requirement

Individual assignment (30 points of final grade): Write this paper using what you have learned in this class and on the job while reflecting on the issues raised throughout the semester. Demonstrate your understanding of the essential questions and the course content by specifically referring to the discussions, readings, theories, leadership assessments, authentic experiences, and your reflections. This paper should be ten to twelve pages (double-line spaced) in length, using Times Roman (or New Times Roman) 12 point font, and with one inch margins all around.

<table>
<thead>
<tr>
<th>A. Command of Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay addresses assignment as described above, demonstrating command of issues. Writing shows independent thought and draws on multiple sources (books, articles, personal journal, class discussions, course assignments).</td>
</tr>
<tr>
<td>Essay addresses assignment as described above, demonstrating inconsistent command of issues. Writing shows some independent thought and draws on most sources.</td>
</tr>
<tr>
<td>Essay addresses assignment as described above, but misses to demonstrate command of some essential issues. Writing shows limited independent thought and draws on some sources.</td>
</tr>
<tr>
<td>Essay misses most of the assignment as described above, and demonstrates weak command of most essential issues. Writing shows very limited independent thought and draws on a few sources.</td>
</tr>
<tr>
<td>Essay misses the assignment as described above, and demonstrates lack of command of most essential issues. Writing shows no independent thought and draws on a short number of sources...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Argumentative Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay shows clear and careful development of related ideas in coherent, sequential paragraphs. The essay provides strong evidence supporting its claims.</td>
</tr>
<tr>
<td>Essay shows clear and careful development of related ideas in coherent, sequential paragraphs. The essay provides most evidence supporting its claims.</td>
</tr>
<tr>
<td>Essay shows sequence, and its ideas are traceable—although paragraphing and structure lack consistency. The essay provides limited evidence supporting its claims.</td>
</tr>
<tr>
<td>Essay relies on unrelated generalizations, vague argument, uncertain information. The essay provides weak evidence compromising its claims.</td>
</tr>
<tr>
<td>Essay is incoherent, showing little development of or relationship among ideas... The essay provides no evidence making its claims bogus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay is edited, ensuring that sentences are forceful and clear and logical.</td>
</tr>
</tbody>
</table>
While the essay has been edited, some tangential ideas, unassimilated quotations, needless summary, and organizational flaws remain.

Incomplete editing is evident in a) excess (summary, unassimilated ideas and accessory information) and b) absence (support, transitions, flow).

Essay is faulty in its editing; and sequence of ideas.

Essay shows no editing for content and/or paragraph construction.

D. Syntactic Variety and Language

Essay is well edited; sentences are forceful, clear, and logical. Essay shows lack of gratuitous abstractions, convoluted sentences, and passages.

While essay seems edited, the language shows moderate stylistic and formal flaws and inappropriate usages.

Incomplete editing is evident in moderate stylistic weaknesses.

Faulty editing shows in serious stylistic weaknesses.

The essay is stylistically inappropriate.

E. Control of Mechanics

Essay is generally free from errors in word choice and mechanics.

Essay may have a few errors in word choice and mechanics.

Essay has an accumulation of errors in word choice and mechanics.

Essay is marred by numerous errors in word choice and mechanics.

Essay has serious and persistent errors in word choice and mechanics.

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area A, Topic</td>
</tr>
<tr>
<td>Area B, Argumentative. Development</td>
</tr>
<tr>
<td>Area C, Organization</td>
</tr>
<tr>
<td>Area D, Syntax</td>
</tr>
<tr>
<td>Area E, Mechanics</td>
</tr>
<tr>
<td>Total Points 30 pts</td>
</tr>
</tbody>
</table>
# Rubric for Oral Presentations

**Standard:** Students will communicate effectively, orally, for a variety of purposes and to a variety of audiences.

<table>
<thead>
<tr>
<th>Content</th>
<th>Novice</th>
<th>Advanced Beginner</th>
<th>Competent Professional (self-aware and appropriately responsive)</th>
<th>Expert (unconscious competency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The information presented appears unrelated to the purpose and audience</td>
<td>- The information presented is related to the purpose of the meeting/communication</td>
<td>- The information presented is appropriate to the purpose, audience, setting, issue/event</td>
<td>- The information presented is clearly appropriate to the purpose, audience, setting, issue/event; the audience is noticeably engaged in the presentation</td>
<td></td>
</tr>
<tr>
<td>- The information presented has major inaccuracies and may be irrelevant to the main point/event; it may also be inappropriate to the purpose, audience, or setting</td>
<td>- The information presented covers main points with limited facts and few details; there may appear to be some minor inconsistencies, incongruencies, or inaccuracies in the communication</td>
<td>- The information is clear and accurate; major content is presented first, with supporting details and/or evidence provided as needed to expand and/or clarify a point</td>
<td>- There is clear evidence of planning with critical information presented initially and supported with clear, accurate, and appropriate details and evidence</td>
<td></td>
</tr>
<tr>
<td>- The presentation lacks organization and is difficult to follow, it is hard to identify the main point/issue is and to hear how the details connect and support or refute the main point.</td>
<td>- The presentation is somewhat organized, though it may be difficult to follow without further explanation of the context or a prior understanding of the issue</td>
<td>- The presentation is organized and easy to follow; the context is clearly explained and questions fully responded to so that</td>
<td>- The presentation is organized and easy to follow, questions are anticipated and answered before they are asked;</td>
<td></td>
</tr>
<tr>
<td>- It is unclear what will happen next or whether there are any/ enough resources to deal with the situation</td>
<td>- There are some suggestions of what may happen next and some indication there may be some resources to support further action.</td>
<td>-- Recommendations or a course of action follow easily from the information presented; resources are identified to meet anticipated needs.</td>
<td>--Recommendations or a detailed course of action follow logically from the information; a strong rationale is provided for such action; specific resources to meet needs are clearly and readily available</td>
<td></td>
</tr>
<tr>
<td>- No visuals are used or the visuals seem confusing and are hard to relate to the spoken message</td>
<td>-- An appropriate visual aide is used to enhance the presentation; the visual is appropriate to the presentation and placed where the audience can see it.</td>
<td>-- A visual aide is used to enhance the presentation; the visual is appropriate to the presentation and placed where the audience can see it.</td>
<td>-- A well-developed, elaborated visual aide is used to enhance the presentation; it can be clearly seen by all members of the audience</td>
<td></td>
</tr>
<tr>
<td>When Safety is the Issue/Content</td>
<td>Novice</td>
<td>Advanced Beginner</td>
<td>Competent Professional (self-aware and appropriately responsive)</td>
<td>Expert (unconscious competency)</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>--From the communication it is unclear whether student safety or other issues are paramount.</td>
<td>--Safety issues are paramount, though it is difficult to tell that student safety is of utmost importance</td>
<td>--The safety of students is a primary focus with some attention paid to others and to facilities</td>
<td>--The communication &amp; response is clearly focused on the safety and well-being of students, faculty, and community members</td>
</tr>
<tr>
<td>Delivery</td>
<td>--I appear nervous, uncomfortable or unsure of myself throughout most of the presentation; my delivery is cumbersome and awkward, with long pauses, humming and hawing, gaps in information, and errors in grammar and sentence structure</td>
<td>--I appear comfortable during certain parts of the presentation but awkward at other times; there is some evidence of organization and preparation, with few errors in grammar or sentence structure</td>
<td>--I am aware of my surroundings and appear comfortable throughout most of the presentation; there is evidence of organization &amp; preparation; I use correct grammar and sentence structure</td>
<td>--I am unconsciously competent and appropriately relaxed throughout my presentation; there is clear evidence of organization, preparation, and rehearsal; my grammar, sentence structure, and word choice is consistently correct and appropriate to the situation and audience</td>
</tr>
<tr>
<td></td>
<td>--I seldom make eye contact with the audience; I read the information in a word-by-word fashion from a written document; I make distracting movements or sounds</td>
<td>--I periodically make eye contact with the audience and generally appear to be reading from a prepared text, though in a somewhat interesting manner; my body language or gestures do not detract from what I am saying</td>
<td>--Most of the time I use an interesting voice that can be heard by most of the audience</td>
<td>--I maintain sustained eye contact throughout my presentation; my presentation is “delivered” rather than read; I make purposeful gestures and use body language that enhances the presentation</td>
</tr>
<tr>
<td></td>
<td>--My voice is often difficult to hear, it lacks expression, or may be breathy, or I can often be heard clearing my throat</td>
<td></td>
<td></td>
<td>--My voice is appropriately expressive and can be heard by the audience; my emotions and pacing are congruent with the situation; my voice is interesting and engaging with some variety in my pitch, pace and style</td>
</tr>
<tr>
<td></td>
<td>Novice</td>
<td>Advanced Beginner</td>
<td>Competent Professional (self-aware and appropriately responsive)</td>
<td>Expert (unconscious competency)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Questions from the Audience</td>
<td>--I am uncomfortable taking questions from the audience, and am unable to answer most of them with accurate or complete information; I refuse to take questions or turn questions over to someone else to answer questions from the audience cannot be answer</td>
<td>--I appear willing to take questions, but really hope they won’t ask me anything. I respond appropriate to the easy questions, but either remain silent or start stammering as the questions become more complex and difficult</td>
<td>--I willingly take questions, listen carefully to what is being asked, and reply with accurate information. I ask for clarification of the question and offer follow-up and individual time as needed/appropriate</td>
<td>--I listen carefully to the question, clarify if needed, and respond appropriately, providing accurate, detailed information or referring to other sources as needed. I stay within the bounds of the questions, and redirect the question/questions asker if needed to keep the conversation focused on the issue and on action being take (re: student safety)</td>
</tr>
<tr>
<td>Physical Appearance</td>
<td>--I’m dressed inappropriately and may even be offensive to my audience or my position</td>
<td>--I’m dressed okay, given the context, but I don’t look very “professional”</td>
<td>--I am dressed appropriately given the context of the situation</td>
<td>--My dress is appropriate given the context and seriousness of this situation</td>
</tr>
</tbody>
</table>

20
**Class Participation**

**TASK:** Regardless of your position or role, there are many times you are or will be asked to attend meetings—classes, courses, workshops, seminars, committee or other “meetings”—where you’ll be expected to be an active participant and contribute to the learning and growth of others. This rubric will help you evaluate your class participation and contributions.

### SCORING RUBRIC

<table>
<thead>
<tr>
<th>Performance Standards: The levels at which the task is performed</th>
<th>Unacceptable</th>
<th>Essential</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I attend class and I’m usually there on time.</td>
<td>• I listen to my colleagues and wait my turn to join in the discussion.</td>
<td>• I listen carefully and attentively to my colleagues and make sure I understand what they are saying before responding.</td>
<td>• I listen thoughtfully to my peers to be certain I understand what they are saying before I enter the conversation.</td>
<td>• I listen thoughtfully to my peers to be certain I understand what they are saying before I enter the conversation.</td>
</tr>
<tr>
<td>• I seldom participate in class discussion; when I do my comments may not be on topic and/or may impede the group process rather than clarify or contribute to members understandings and thereby move the conversation forward.</td>
<td>• I encourage others and attempt to make sure everyone has the opportunity to participate. Usually my comments demonstrate an understanding of the topic and help to move the group forward.</td>
<td>• I clarify and encourage others to participate, making sure that everyone’s voice is heard and everyone is listened to with respect. My questions move the group/conversation forward because they focus on clarifying and expanding the discussion.</td>
<td>• I consistently clarify and encourage others to participate and make sure everyone’s voice is heard and everyone is listened to with respect. I invite others into the conversation. My comments and questions are reflective; they move the group forward by clarifying and expanding the discussion.</td>
<td>• I consistently clarify and encourage others to participate and make sure everyone’s voice is heard and everyone is listened to with respect. I invite others into the conversation. My comments and questions are reflective; they move the group forward by clarifying and expanding the discussion.</td>
</tr>
<tr>
<td>• My questions tend to be about management or organizational issues related to class assignments rather than to the topic under discussion.</td>
<td>• I ask questions in an attempt to understand what others are saying.</td>
<td>• My comments are thoughtful, respectful, concise, and on topic.</td>
<td>• My comments are thoughtful, respectful, concise, and on topic.</td>
<td>• My comments are thoughtful, respectful, concise, and on topic.</td>
</tr>
<tr>
<td>• Others; I disagree in disagreeable ways and do not demonstrate a respect for others’ opinions.</td>
<td>• I seldom disagree or challenge others; when I do, I attempt to be gentle and diplomatic.</td>
<td>• I am able to disagree with what is said in a positive and professional way, without personalizing the issue.</td>
<td>• I challenge or disagree with others in a way that demonstrates my respect for them as individuals and that deescalates or depersonalized the situation. I am able to cite sources and provide supporting details to support my thinking.</td>
<td>• I challenge or disagree with others in a way that demonstrates my respect for them as individuals and that deescalates or depersonalized the situation. I am able to cite sources and provide supporting details to support my thinking.</td>
</tr>
</tbody>
</table>
# Rubric for the Essential Questions

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal/Revision Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personally responds to all essential questions</td>
<td>Personally responds to all essential questions</td>
<td>Personally responds to all essential questions</td>
</tr>
<tr>
<td>Vision is clearly communicated</td>
<td>Clear statement of your vision missing</td>
<td>Vision is unclear or missing</td>
</tr>
<tr>
<td>Cites references from text as well as relevant references from related</td>
<td>Cites at least two references from text, draws from class discussion and</td>
<td>Makes at least one reference to text, draws from class discussion and cites professional</td>
</tr>
<tr>
<td>research as appropriate, draws from class discussion and cites professional experience in response to question (citations at the end of the paper are in APA format)</td>
<td>cites professional experience in response to each question (citations at the end of the paper are in APA format)</td>
<td>experience (citations at the end of the paper are in APA format)</td>
</tr>
<tr>
<td>Responses are thoughtful, they show clear understanding and demonstrates</td>
<td>Responses are thoughtful but details are few</td>
<td>Responses are short and explanations are not clear</td>
</tr>
<tr>
<td>the difference between verbosity and substance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coherent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Standard English (no slang, explains local terms and acronyms)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Includes introduction, development of concepts and conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses word processor (no spelling errors – use spell check.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Document has been proof read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use this form to rate yourself at the beginning of your two-year program for identification of growth goals, measure progress through the program, and as a guide to developing a portfolio. Use again at Assessment to verify achievement.

0 = Not yet or not applicable  
1 = Need to know much more  
2 = Have awareness only  
3 = Standard – I do this  
4 = Above Standard – I do this and can help others meet this standard

### Standard 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Identify and address any barriers to accomplishing the vision.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Use the influence of diversity to improve teaching and learning.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

### Standard 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create an accountability system of teaching and learning based on student learning standards.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Shape a culture where high expectations for all students and for all subgroups of students is the core purpose.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Promote equity, fairness, and respect among all members of the school community.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Facilitate the use of appropriate learning materials and learning strategies which include the following: students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, an emphasis on quality versus quantity, and appropriate and effective technology.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
Assessment of School Administrator Characteristics

Page 2

**Standard 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.**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor and evaluate the programs and staff at the site.</td>
<td>1</td>
</tr>
<tr>
<td>Establish school structures, patterns, and processes that support student learning.</td>
<td>2</td>
</tr>
<tr>
<td>Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.</td>
<td>3</td>
</tr>
<tr>
<td>Align fiscal, human, and material resources to support the learning of all students and all groups of students.</td>
<td>4</td>
</tr>
<tr>
<td>Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.</td>
<td></td>
</tr>
<tr>
<td>Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively.</td>
<td></td>
</tr>
<tr>
<td>Utilize effective and nurturing practices in establishing student behavior management systems.</td>
<td></td>
</tr>
</tbody>
</table>

**Standard 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 and needs, and mobilizing community resources.**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate information about family and community expectations into school decision-making and activities.</td>
<td>1</td>
</tr>
<tr>
<td>Recognize the goals and aspirations of diverse family and community groups.</td>
<td>2</td>
</tr>
<tr>
<td>Treat diverse community stakeholder groups with fairness and with respect.</td>
<td>3</td>
</tr>
<tr>
<td>Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.</td>
<td>4</td>
</tr>
<tr>
<td>Strengthen the school through the establishment of community, business, institutional, and civic partnerships.</td>
<td></td>
</tr>
<tr>
<td>Communicate information about the school on a regular and predictable basis through a variety of media and modes.</td>
<td></td>
</tr>
</tbody>
</table>
Standard 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Reflect on personal leadership practices and recognize their impact and influence on the performance of others.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Encourage and inspire others to higher levels of performance, commitment, and motivation.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Engage in professional and personal development.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Use the influence of the office to enhance the educational program rather than for personal gain.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Protect the rights and confidentiality of students and staff.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Standard 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, legal, and cultural context.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>View oneself as a leader of a team and also as a member of a larger team.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Generate support for the school by two-way communication with key decision makers in the school community.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Influence and support public policies that ensure the equitable distribution of resources, and support for all the subgroups of students.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Date (2007)</td>
<td>Focus</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>August 27 (1)</td>
<td>Introduction to program, introduction to each other, <em>Building Leadership Capacity</em>, class norms, the School Leader(s) Persona, course expectations</td>
</tr>
<tr>
<td>September 10 (2)</td>
<td>BASRC Equity Rubric, The Enduring Understandings for the class; essential questions and 5 Themes for the program; details of program expectations</td>
</tr>
<tr>
<td>September 15 (3,4)</td>
<td>Saturday Session</td>
</tr>
<tr>
<td>September 17 (5)</td>
<td>Leadership; Hand of Leadership; your own leadership style; <em>Building Leadership Capacity</em>; Sergiovanni; and Evans</td>
</tr>
<tr>
<td>September 24 (6)</td>
<td>Excellence and Equity in Education, Fostering Resiliency</td>
</tr>
<tr>
<td>October 1 (7)</td>
<td>The Change Game</td>
</tr>
<tr>
<td>October 8 (8)</td>
<td>The Change Game</td>
</tr>
<tr>
<td>October 15 (9)</td>
<td>Leadership/Fullan/The Star of Management; work on management issue assignment</td>
</tr>
<tr>
<td>Date (2007)</td>
<td>Focus</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>October 22 (10)</td>
<td>More on management; <em>How to Run Effective Meetings</em></td>
</tr>
</tbody>
</table>
| October 27 (11, 12) | (Saturday at SJSU) – How to use data to inform school and classroom practice. | | • Read: Darling-Hammond Chapter 5  
• Leading Meeting presentation | |
| October 29 (13) | Annotated bibliography started | | Management Task | |
| November 5 (14) | Habits of Mind; Management Task  
Power Point; School Improvement recommendations shared; prep for essential questions essay | | Talk about the data you collected and the data you need to collect  
Presentation of Management Task | |
| November 26 (15) | The importance of accountability and data collection to inform practice; cycle of inquiry and action research; review all assessments used in class to date; ARP expectations; introduction to change theory | | School Improvement Recommendation | Essential Questions (meets writing requirement) |
| December 3 (16) | course review; course evaluation | | | |
| December 12 (as needed) | Content is based on what was missed | | | |
**Enduring Understanding #1 Role of Schooling in a Democratic Society**

Schools are most effective when the school leader facilitates the development, articulation and implementation of a deeply held, clear shared vision of learning in a democratic society focused on maximizing learning for each student that is shared and supported by the school culture and community.

### Practice that is directed toward the standard:

1. The educational leader begins to question the adequacy of traditional ‘prepare students for college and the world of work’ unwritten vision for learning in a democratic society. The educational leader reads more deeply on the issue and begins the search for ‘best practices’. Typically, definitions broaden to include issues of equity, excellence, ethical behavior, citizenship, aesthetics social responsibility, inquiry, justice, integrity and diversity.

### Practice that approaches the standard:

1. The educational leader develops a broadening definition of ‘vision for learning in a democratic society’, including the leader’s own ethical relationship to the vision, barriers which might arise in achieving the vision, and the reallocation of resources which might be required. In some cases, articulates first clear personal vision for learning.

### Practice that meets the standard:

1. The educational leader has developed a clear and compelling personal vision for learning in a democratic society. The educational leader has incorporated the vision for learning into a highly ethical and realistic habit of mind and it is daily part of all decisions and actions of school and community leadership.

### Practice that exemplifies the standard:

1. The educational leader has become a leader in defining and redefining the role of learning in a democratic society. The leader has developed a set of critical questions ‘prepare students for college and the world of work’ unwritten vision for learning in a democratic society. The leader reads more deeply on the issue and begins the search for ‘best practices’. Typically, definitions broaden to include issues of equity, excellence, ethical behavior, citizenship, aesthetics social responsibility, inquiry, justice, integrity and diversity.

2. The educational leader clearly begins to translate an emerging clarity about the role of learning in a democratic society into a shared and collegial process. The leader clearly understands that an impact on the school culture and community comes from establishing a shared vision. The educational leader begins to utilize strong community collaboration skills to build share vision

3. The educational leader begins to envision fundamental changes required in the curriculum, the instructional program, school programs, the expectations within the school community, based on developing vision for learning and based on reading, reflecting and exploring best practices.

2. The educational leader demonstrates the knowledge, skill and initiative to take a clear and comprehensive personal vision for learning in a democratic society and work with all elements of the school community to facilitate their education, reflection and consensus about a shared vision for learning. The vision will protect the rights of individuals and focus on all students achieving high standards.

3. The educational leader has taken his/her own clearly defined vision for learning and has skillfully facilitated the development of a shared vision throughout the school community. The leader has facilitated agreed upon change processes throughout the school community to enable it to meet the shared vision.

3. The educational leader facilitates a process of continual improvement within the school community around issues of the role of learning. All members of the school community feel empowered and skilled within a trusting and constantly growing environment.
**Enduring Understanding #2 Building Equity in Diverse Communities**

Schools are most effective when school leaders understand, respond to and influence the diversity (racial, cultural, political, economic) of the school community through inclusive processes that aggressively identify and address positive actions and barriers to achieving the school’s vision, especially ensuring equity, respect and value among all within the school community.

**#2 Building Equity in Diverse Communities**

The educational leader who promotes the equity, respect and success for all within a diverse community will possess a deep and growing understanding of all facets and values of diversity within the school community. The leader will be skilled and knowledgeable in inclusive processes to tear down barriers and take positive action to achieve equity, respect and success for all. The leader will take daily action (attitudes, learning, reflection, insight, action, experience, impact) with an ever increasing constituency to create a more equitable, respectful and successful community. The leader will maintain data around the work and use it as part of on-going improvement cycles.

<table>
<thead>
<tr>
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<th>Practice that meets the standard:</th>
<th>Practice that exemplifies the standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The educational leader has a basic understanding of racial, cultural, political, and economic diversity and its traditional impact on equity, respect and success.</td>
<td>1. The educational leader has made a clear commitment to understand issues of diversity at far deeper levels. This includes study, reflection, dialogue and action.</td>
<td>1. The educational leader has developed expertise about issues of racial, cultural, political and economic diversity. The leader fits easily into the discussion among diverse groups because of levels of knowledge and understanding.</td>
<td>1. The educational leader has effectively broadened his/her interpersonal and professional arena, regularly interacting daily with individuals of all diverse groups because of deep understanding and respect. The leader remains a committed learner and can share recent reading and experience about issues of diversity.</td>
</tr>
<tr>
<td>2. The educational leader is committed to use the usual school vehicles to provide equity, respect and success for all students (such as staff meetings, committees, student government, parent newsletters, annual events).</td>
<td>2. The educational leader takes initiative beyond traditional means to promote equity, respect and success (including curricular and guidance initiatives, including equity issues in the school plan and/or action plan, and urging colleagues to do the same in all areas of school life.</td>
<td>2. The educational leader learns and/or employs small and large group processes among staff, students and community to understand and address issues of equity, respect and success based on diversity. These processes include action plans and tools to measure success.</td>
<td>2. The educational leader is skilled and knowledgeable in the use of small and large group process. The leader, as part of a multi-year plan, uses these group processes to address issues of equity at the most fundamental levels of school and academic culture, including all groups within the school community.</td>
</tr>
<tr>
<td>3. The educational leader generally plans action to involve others and address issues of diversity, equity, respect and success within the school communities. The plans often suffer from other day-to-day demands of school activity.</td>
<td>3. The educational leader ensures that key school documents (school plan, staff development plan, PTSA plan, School Site Council agendas, departmental plans, focus on agreed upon action to ensure equity, respect and success for all members of the school community.</td>
<td>3. The educational leader calls upon a deep and growing knowledge of issues of diversity to utilize multiple inclusive group process tools to involve all members of the school community regularly in improving issues of equity, respect and diversity within the school community.</td>
<td>3. The educational leader promotes action plans to ensure all deepen their understanding of issues of diversity along with plans of action built around inclusive multi-faceted group process strategies. The action work addresses the very core of school cultures and traditional educational beliefs. The action is built around expected clear and measurable results.</td>
</tr>
<tr>
<td>4. The educational leader is familiar with the concepts of cycles of improvement and generally espouses them within the school community. Some data is generated around issues of equity and diversity within the school community. professional reading.</td>
<td>4. The educational leader promotes broad-based understanding of the core concepts of cycles of improvement. These concepts are used regularly within the school community and use data regularly collected within the school community.</td>
<td>4. The educational leader possesses the core concepts of data based cycles of improvement as a habit of mind. These are part of the day-to-day practice of the leader. The leader promotes thoughtful focused collection and analysis of data in all school planning and practice. The school community is universally aware of the concepts and embraces them.</td>
<td>4. The educational leader promotes the concepts of data collection and analysis as a core value of the school and it has become a habit of mind for many within the school broader community. Equity and success issues are core to the work of the school and continuous improvement planning is deeply understood and core to that work.</td>
</tr>
</tbody>
</table>
**Enduring Understanding #3 Facilitating Collaborative Change**

Schools are most effective when school leaders are reflective, lifelong learners who establish structures fostering learning communities though building relationships that encompass the best research and practices related to maximizing learning for all students.

#3 Facilitating Collaborative Change

The educational leader who promotes the success of all students will lead change (attitudes, learning, reflection, insight, action experience, impact) through theory and practice by a deep understanding of human and organizational change dynamic, managing personal change well, supporting others in the change process and facilitating the effective use of data to evaluate and review decisions.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. The educational leader has a beginning level of understanding in the dynamics of implementing change in an educational environment/school site.</td>
<td>1. The educational leader has participated in school-wide efforts at trying to bring about systemic change of the school site or other educational level.</td>
<td>1. The educational leader has worked with a faculty/staff in the beginning levels of implementing proven theories of successful change efforts.</td>
<td>1. The educational leader has effectively implemented a successful change process that is institutionalized at the school site or educational level.</td>
</tr>
<tr>
<td>2. The educational leader periodically reviews student-learning data with other staff members individually and in groups.</td>
<td>2. The educational leader has worked with staff to clarify learning expectations and to use student data to monitor and assess achievement of school wide on district goals.</td>
<td>2. The educational leader assures that the strategies being used incorporate accurate and appropriate uses of data about both student and teacher performance.</td>
<td>2. The educational leader has facilitated the development of a school-wide, institutionalized commitment to multiple measures of student learning, regular assessment of progress and use of assessment data to guide teaching and learning activities.</td>
</tr>
<tr>
<td>3. The educational leader recognizes the importance of professional development but may rely on “one size fits all” staff development opportunities and defer to “outside experts” to facilitate teacher learning.</td>
<td>3. The educational leader communicates to staff the importance of continuous growth and works to inculcate norms of reflective practice, self-assessment, collaboration and openness to new ideas.</td>
<td>3. The educational leader develops and implements a variety of strategies to build leadership capacity in others, especially with respect to teaching and learning processes that creates a culture of reflection and collaboration around matters of practice.</td>
<td>3. The educational leader works with other instructional leaders at the site to assure that professional growth activities occur within the context of a focused and coherent plan for improving student learning that is characterized by teachers assuming responsibility and leadership for their own and other’s development.</td>
</tr>
</tbody>
</table>
**Enduring Understanding #4 Leadership Concepts & Management Strategies**

Schools are most effective when school leaders ensure leadership and management practices, that advocate, nurture and sustain a school culture and instructional program that is conducive (safe, efficient and effective learning environment) to student learning and staff growth.

The educational leader who promotes the success of all students will demonstrate school leadership and management practices (attitudes, learning, reflection, insight, action, experience, impact) by facilitating mature teams, understanding meeting management, using interpersonal skills and communication, resolving conflicts, managing services and facilities, planning and tracking projects, using data effectively, and developing dimensions of a personal career.

<table>
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<tr>
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<tbody>
<tr>
<td>1. The educational understands and is committed to creating and maintaining the school as a safe environment by sharing the responsibility with the entire school community but may initially feel compelled to rely heavily on rules and consequences.</td>
<td>1. The educational leader assures that appropriate policies and plans are in place to maintain a safe school while communicating regularly with members of the community so that they are aware of the expectations and their role in implementing and maintain an atmosphere of civility and mutual respect.</td>
<td>The educational implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe and nurturing environment for students and adults. These activities and processes become the shared responsibility of the entire staff and the leader supports all staff.</td>
<td>1. The educational leader has established an effective, ongoing system to ensure a safe school environment and facilitates a process for the ongoing refinement of a commitment to sustain an environment that assures the support for the physical, emotional, intellectual, and social well-being of all.</td>
</tr>
<tr>
<td>2. The educational leader demonstrates understanding of the concept of schools as organizational systems, and an appreciation for the inter-connectedness of subsystems in the organization.</td>
<td>2. The educational leader conceptualizes and establishes a set of site-based subsystems to enhance teaching and learning at the site. Assures that these systems function as useful tools for planning, implementing and monitoring school operations.</td>
<td>2. The educational leader works with staff to deepen their understanding of these systems so that individuals and groups are able to exercise leadership in the assuring that systems operate in support of student learning.</td>
<td>2. The educational leader demonstrates a deep understanding of organizational and systems theory as evidenced by a set of organizational structures, practices and policies that complement and enhance each other in support of student learning to high standards.</td>
</tr>
<tr>
<td>3. The educational leader is aware of contractual and legal obligations that inform his/her work. Maintains confidentiality in discussing legal matters and assures the privacy of assures the privacy of information for staff, students, parents and community members.</td>
<td>3. The educational leader exercises responsibility in maintaining accurate knowledge of all contractual and legal obligations affecting the school and in using that knowledge to establish and maintain compliance and works with staff to develop their understanding and commitment to legal responsibilities, also models and communicates expectations regarding issues of confidentiality and privacy of information.</td>
<td>3. The educational leader is actively engaged as a mentor and teacher at the site with respect to legal matters and contractual obligations. Engages others in reflecting on issues of legal integrity and in sharing responsibility for administering contracts and agreements fairly and models professional integrity and encourages others to do the same.</td>
<td>3. The educational leader demonstrates through his/her communication and behavior a deep understanding of legal issues affecting the school and a principled commitment to act with integrity, assures that concepts and practices associated with professional and legal integrity are infused throughout the site. Facilitates and supports contract administration to assure equity as well as fairness.</td>
</tr>
<tr>
<td>4. The educational leader demonstrates a fundamental understanding of decision-making processes and the need to base decisions on pertinent information. She/he communicates to teachers the importance of using student data and other relevant information to inform practice. She/he identifies areas in which decisions and/pr practice may not reflect relevant and/pr current information.</td>
<td>4. The educational leader engages teachers in regularly examining student data and using the information as the basis for decisions about classroom practice. She/he demonstrates the use of student data and other information in site decisions. She/he encourages and supports teachers in staying abreast of current information about teaching and learning.</td>
<td>4. The educational leader ensures that the professional culture of the school reflects a commitment to the use of student data on an ongoing basis. She/he guides decision-making activities so that they reflect responsible and appropriate uses of data and other information. She/he works with staff to refine individual and collective capacity to use state--of-the art information and technology about standards-based teaching and learning in its work.</td>
<td>4. The educational leader is highly skilled in modeling and guiding the use of relevant information, including disaggregated student data thought the cycle of planning, implementing, evaluating, and refining programs. She/he highly values the use of state-of-the-art technology and knowledge derived from research, theory, and best practices. The leader ensures that the school consistently accesses and incorporates such knowledge in its work.</td>
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**Enduring Understanding #5 Inquiry, Research, Learning & Reflective Practice**

Schools are most effective when school leaders model the use of cycles of inquiry, lifelong professional learning, and reflective practice which demonstrate a personal code of ethics, deep understanding of the learning process and utilize data and research to make decisions about powerful teaching and learning.

#5 Inquiry, Research, Learning and Reflective Practice

The educational leader who promotes the success of all students will be well grounded (attitudes, learning, reflection, insight, action, experience, impact) in his/her own knowledge of learning by utilizing cycles of inquiry, research, reflective practice which demonstrate a personal code of ethics, productive habits of mind, understanding the impact of attitudes and perceptions in creating positive learning environments, promoting multiple methods and structures that support knowledge (acquiring, integrating, assessing, supporting, extending and refining), and creating varying approaches to schooling which promotes using knowledge and data meaningfully to improve teaching and learning.

<table>
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<tr>
<td>1. The educational leader recognizes the centrality of her/his role in guiding the instructional program and uses data about student learning to identify areas of strength and areas of improvement. The leader initiates professional dialogue with teachers around instructional goals and strategies.</td>
<td>1. The educational leader engages faculty in dialogue around instructional program with a focus on standards and using data to identify areas needing improvement, to set goals in these areas, and to identify and implement strategies for achieving those goals.</td>
<td>1. The educational leader works with faculty to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve the instructional program through the use of data and other relevant information to monitor and adjust instruction.</td>
<td>1. The educational leader has a deep understanding of standards-based teaching and learning and aims at improvement of systems. The leader ensures that faculty inquires about the results of the instructional program. The leader facilitates dialogue with faculty to deepen the understanding of practices and student learning results.</td>
</tr>
<tr>
<td>2. The educational leader ensures compliance with state and district accountability procedures. Periodically the leader discusses data from these procedures with staff to identify areas for improvement.</td>
<td>2. The educational leader works with staff to clarify learning expectations and to use student data to monitor and assess achievement of goals. The leader facilitates individual and collective dialogue with staff to inculcate high expectations and a sense of professional responsibility for student achievement.</td>
<td>2. The educational leader works collaboratively with all members of the professional staff to identify and implement assessment strategies that support continuous improvement of all students to high standards of learning. The leader ensures that these strategies incorporate accurate and appropriate data about teaching and learning.</td>
<td>2. The educational leader facilitates the development of schoolwide commitment to multiple measures of student learning, regular assessment of progress, and use of assessment data to guide teaching and learning. The leader ensures that the site’s accountability strategies focus on the achievement of all students and on closing the achievement gap between subgroups of students.</td>
</tr>
<tr>
<td>3. The educational leader demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her/his work. The leader is aware of the right of all students, families, and staff and acts to protect these rights.</td>
<td>3. The educational leader consistently applies and models principles of ethical and professional behavior in carrying out her/his role. The leader works with staff to articulate a shared understanding of the rights of all students and their families and to incorporate this understanding into individual and collective practices.</td>
<td>3. The educational leader articulates and communicates a set of professional values that is aligned with ethical concepts of fairness, justice, and service. The leader guides staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education. The leader facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards.</td>
<td>3. The educational leader practices leadership from a base of personal and professional ethics that place the good of community ahead of personal interests. The leaders’ actions demonstrate the highest level of commitment to promoting the right of every student to a quality education and assuring that the school provides all students equal access to standards-based education. The leader influences the professional culture of the school with values of fairness, justice, service, and integrity among all adults.</td>
</tr>
<tr>
<td>4. The educational leader demonstrates commitment to professional growth by regular participation in activities such as conferences, professional development</td>
<td>4. The educational leader demonstrates the ability and willingness to examine his/her practice, identify needed areas of development and engage in appropriate</td>
<td>4. The educational leader models principles of reflective practice and continuous growth by acting as the principal learner in the school</td>
<td>4. The educational leader models reflection and continuous growth by sharing his/her learning process and its relationship to organizational</td>
</tr>
<tr>
<td>opportunities and professional reading.</td>
<td>learning opportunities in support of identified goals for growth.</td>
<td>community. The leader engages in a variety of strategies to extend and develop his/her relevant professional knowledge and support personal development. The leader demonstrates ways of integrating professional and personal growth into his/her daily practice.</td>
<td>improvement. The leader uses experiences as well as more learning opportunities as the basis for ongoing reflection and development. The leader actively integrates opportunities and/or their results into the environment of the school to shape a culture that values reflection, inquiry and learning.</td>
</tr>
<tr>
<td>5. The educational leader demonstrates commitment to her/his school and its community. The leader is aware of areas in which the professional community in the school might increase commitment and effort to benefit student learning and encourages other in their performance.</td>
<td>5. The educational leader recognizes the need to nurture the commitment of individuals at the site in support of the common agenda. The leader identifies strategies to assist and support members of the school community in prioritizing commitments and focusing efforts toward student learning. The leader facilitates colleagues in seeking an effective balance between work and personal life.</td>
<td>5. The educational leader demonstrates the effective use of multiple strategies to increase commitment and effort among all staff. The leader facilitates staff in regularly clarifying priorities in relationship to educational purpose. The leader employs an array of substantive and symbolic actions to inspire staff.</td>
<td>5. The educational leader acts as a model of commitment and effort by demonstrating an active balance in her/his work and personal life that allows her/him to sustain focused purpose and a high level of professional performance. By her/his example and efforts, including substantive and symbolic strategies, she/he ensures the staff's collective capacity to inspire each other to high levels of effort.</td>
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</tbody>
</table>
Class Information:

EdAd 202: The Educator (6 Units) – Spring 2008
Section 03; Code 21970; Kay
Section 04; Code 21971; Stelwagon

Department Website: http://www2sjsu.edu/edleadership

Department of Educational Leadership

“The vision of the Educational Leadership 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.”

Thus the five enduring understandings for this course are:

- **Role of Schooling in a Democratic Society**: The purpose of schooling is to help all students learn to use their minds and hearts well to be prepared as critical thinkers and active participants in a democratic society.

- **Building Equity in Diverse Communities**: Effective educational leaders understand that all students are capable of learning if they are known well, if there are high expectations and focused support for all students, and if students know their voices are valued.

- **Facilitating Collaborative Change**: Students learn best when there is collaboration among adults that is focused on student academic achievement.

- **Leadership Concepts and Management Strategies**: To optimize success for all students, effective educational leaders understand, reflect, and act on leadership and management concepts.

- **Inquiry, Learning, Research, and Reflective Practice**: Effective educational leaders use inquiry, evidence, and reflection to enact equity of opportunity, justice, and systemic coherence.
I. Catalog Description:

II. Course Purposes:
Learning is the central focus of schooling. All management and leadership activities in schools need to be directed toward improving the quality of life and, consequently, learning for all students. The primary role of the school administrator/leader is to facilitate learning and teaching. In order to provide this leadership he or she needs to have an understanding of curriculum, instruction, student assessment and program evaluation and an appreciation for the interdependence of each. Effective leaders facilitate, lead, assess, and create opportunities for the educational program to better meet the needs of all students. Moreover, educational leaders ground programs on the role of knowledge and knowledge production.

III. Course Themes and Core Values:

Our Five Themes In The Educational Leadership Program:

• Leadership Concepts and Management Strategies
• Role of Schooling in a Democratic Society
• Building Equity in Diverse Communities
• Facilitating Collaborative Change
• Inquiry, Research, Learning, and Reflective Practice

Core Values
As an Educational Leadership Department, we believe in the strengths of all students and deeply embrace these core values:

• Public education as cornerstone to a democracy
• Equity to maximize learning within the context of social justice for all students
• Collaboration as we work together and with others
• Broad definition of leadership including commitment to teacher leadership to improve schools student achievement.
• Research, inquiry, reflection, and continuous professional learning for on-going improvement of our work and that of schools
• Partnerships with school districts, families, professional organizations, city, local and the business community

IV Course Objectives:
By the end of the course you will:

Administrative Concepts and Management Strategies
Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. (California Professional Standards for Educational Leaders [CPSEL 1.1]*
• Create an accountability system of learning and teaching based on content standards. (CPSEL, 2.1, and CPSEL 3.1).
• Establish school structures, patterns, and processes that support student learning. (CPSEL, 3.2).
• Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades. (CPSEL, 5.8)
• Understand the role of principal and teacher leaders as instructional leaders.
• Demonstrate the use of technology as a tool in research and instruction.
Role of Schooling in a Democratic Society

- View oneself as a leader of a team and also as a member of a larger team. (CPSEL, 6.1).

Building Equity in Diverse Communities

- Use the power of diversity to improve teaching and learning. (CPSEL, 1.6).
- Know action research well and describe the diverse student population (race, ethnicity, gender, physical disability, culture, SES, language, sexual orientation, and religion) and how to design curriculum, instruction, and assessment to improve learning.
- Engage critically the predominant theories in education used to explain why children from low socio-economic background, and children of color, tend to fail academically. Also engage critically the same theories used to explain why the families of students from these backgrounds seem less involved in schools.

Managing and Leading Change

- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. (CPSEL, 2.4).
- Describe action research as an instrument of change.

Research and Reflection on Practice

- Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students. (CPSEL, 2.2).
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL, 5.3).
- Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades. (CPSEL, 5.8).
- Conduct action research from understanding background to formulating a methodological approach.
- Practice critical analysis by reading research and reflecting on its implications.

* The complete list of California Professional Standards for Educational Leaders (CPSELs) is published on the website [http://www2.sjsu.edu/edleadership](http://www2.sjsu.edu/edleadership)

V. Essential Questions

1. Role of schooling in a democratic society:
   - What should the high school and college graduate of the class of 2016 know and be able to do?
   - How can we assure that the opportunity for all students to receive the appropriate curriculum and learning experiences will occur, at all levels?

2. Building equity in diverse communities:
   - What changes will you make as to (select those that make more sense to you):
     a. knowing all students well
     b. building high expectations among the staff
     c. supporting students on their emotional and intellectual needs
     d. bringing to the forefront students’ concerns and perspectives

3. Facilitating collaborative change:
   - How can habits of mind be related to "cycles of inquiry"?

4. Leadership concepts and management strategies:
   - As an educational leader, what is your role in helping to transform your school or college into a place of high quality learning?
   - What skills and abilities do you have or need to have to support this transformational process among your staff?
5. Inquiry, learning, research, and reflective practice:
   - In what ways will your action research impact how professional educators discuss and practice curriculum and assessment?
   - In what ways will your action research impact the strategies, the art and science of teaching?

VI. Course Requirements
Outside reading and writing will be required to the degree necessary to assure the key dimensions of leadership are understood. Thoughtful and consistent class participation is essential to success in this seminar. Through professional interaction, ideas are made clearer, theories become practice, and leadership communities of practice develop. Be prepared to share your findings in completing your work.

You are expected to attend every class. If you are unable to attend a class, it is your responsibility to notify the instructor so that an alternative assignment can be arranged. Written reflections will be completed as a way to process each week's learning at a deeper level of meaning. Written assignments are to be word processed and printed. Assignments requiring research documentation may include the use of on-line sources and will use the APA-Fifth Edition standards for documentation. Group presentations will be utilized to present research findings. Each student will construct at least one power point presentation and one data base presentation as a part of a group assignment.

A written reflection may be due at each class. At the close of each class, the topic of the next week’s reflection will be presented. These writing assignments are due at or before the next scheduled class. Written assignments completed outside of class should be submitted electronically.

We will be using email, and the on-line functions of Blackboard CE6, a course management system and TaskStream, an electronic portfolio system during the course. We will review these systems in class. This is primarily a paperless course and therefore ALL assignments must be filed electronically. You can find technical support at http://online.sjsu.edu/

A $10.00 fee will be collected during the first month of class; fee pays for costs for the Saturday classes and some duplication.

VII. Grading:
The grade you earn in this class will be determined by the quality of your work. All assignments, along with active class participation and full attendance, are required. If all assignments are completed at an acceptable level for graduate work, submitted on or before the due date and if you actively participate in class, you will earn a grade of “A.” Late assignments may receive reduced credit. Each assignment is assessed by rubrics and guidelines.

You are welcome to discuss the adjustment or revision of any course assignment to make the work more relevant to you. Please contact the instructor if you wish to discuss an alternative assignment.

Effective written communication is an indispensable skill for school leaders. I will read and reflect on each assignment you prepare. I reserve the right to return any assignment not meeting the standards for work in this course for further revision and/or polishing. Some written assignments will be completed in class. All written assignments consist of double spaced, one-inch margins, Times New Roman or bigger font, and size 12 font. Work is filed electronically. Include your name, course title and date on all assignments that you submit.
The Educational Leadership Department holds high expectations of each of you. We believe that schools will improve if the leaders of those schools are prepared with the skills and motivation needed to inspire outstanding performance. We are committed to preparing you well. Your grade in this course is an important indicator of how well you are preparing for excellence in leadership.

We have high expectations of each of you. Schools will improve if our leaders have skill, pride, passion, and vision. We want the community to know that each educator who emerges from the SJSU Program is that kind of leader.

VIII. Attendance and Participation in the Sessions:
The expectation for all graduate seminars is that educational leaders will attend and participate in all scheduled class meetings: lectures, demonstrations, discussions, presentations, large and small group activities, and reading and writing assignments. All have been carefully planned. If a professional conflict or an emergency intervenes, professional courtesy requires that the graduate student notify the instructor of the course in advance. If the unavoidable professional conflict warrants it, the student may request a substitute learning assignment from the instructor, and the work may be made up by the next class meeting or the deadline set by the instructor. If no advance notice is given (cutting a class), then the work cannot be made up and a lower letter grade should be expected. There are no unexcused or excused absences in graduate classes in Educational Leadership.

Remember, an educational leader reads and communicates with passion about educational issues at every opportunity and creates these opportunities on a daily basis. As professional educational leaders, we expect this from you at each class meeting!

IX. University Policies and Support:

Academic Integrity Policy
The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university’s Academic Integrity Policy. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university’s degrees are compromised. The academic integrity policy for SJSU is available on the SJSU web site at http://sa.sjsu.edu/judicial_affairs/index.html You, the student, are responsible for following the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Plagiarism
Plagiarism Policy: The San Jose State University policy regarding plagiarism and academic honesty can be found in the University Schedule of Classes and the University Catalog.

Plagiarism is defined as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one's own work, knowingly or unknowingly.
2. Representing another’s scholarly or artistic works as one’s own.

Plagiarism is not acceptable. The instructor will discuss any instances of suspected plagiarism with the student involved and apply appropriate sanctions. Evidence of plagiarism may result in course failure as well as expulsion from the program and San Jose State University.

Accommodation of Students of Differing Learning Abilities
The Educational Leadership Department will accommodate students with differing learning abilities and/or handicaps through the resources of the San Jose State University Disabilities Resource Center (DRC) at 408-924-6000, http://www.drc.sjsu.edu

Campus policy in compliance with the Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office house. Presidential Directive 97-03 request that students with disabilities register with DRC to establish a record of their disability.

The Learning Assistance Resource Center (LARC):
The LARC is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The tutor-training program is certified by the College Reading and Learning Association (CRLA). Contact the LARC at 408.924.2587 or http://www.sjsu.edu/larc/

X. Required Reading:
(* These books were used in EDAD 200/201. You should already have the books.)
XI. EDAD 202 Reader (Required Articles are posted on the department’s website.)


**XII. Recommended Reading**


XIII. Other Resources
You may wish to use educational journals as important sources of cutting-edge information. Many of these journals can be found on-line or through the SJSU library resources. Among the best are:

ASCD (Educational Leadership)
1703 North Beauregard St.
Alexandria, VA 22311
www.ascd.org (sign up for the daily SmartBriefs and on line full text articles)
www.ascd.org/ubd (for information on Understanding by Design)

Education Week
www.edweek.org (free news on-line)

Kappan
Phi Delta Kappan International
P.O. Box 789
Bloomington, IN 47402-9961
www.pdkintl.org/kappan.htm

Other links
1. Association Of California School Administrators http://www.acsa.org
2. International Principals Network http://www.gse.harvard.edu/principals
5. Phi Delta Kappa http://www.pdkintl.org/kappan.htm
7. Coalition of Essential Schools www.essentialschools.org

Other Resources
1. APA Reference www.landmark-project.com/citation_machine/cm.php
2. UbD Resource http://www.score.k12.ca.us
3. UbD Resource www.ubdexchange.org

Library Information:
Your library liaison is Susan L. Kendall, Education Librarian – Dr. Martin Luther King, Jr. Library - SJSU. Ms. Kendall can assist you in your research and can give you useful information on the Martin Luther King Library website.

Voice: 408.808.2039
Fax: 408.808.2009
Email: Susan.Kendall@sjsu.edu
Website: http://www.sjlibrary.org
XIV. Required Assignments:

**Context for Assignments**

Leaders are those whose dreams of making a difference have either been kept alive or have been reawakened by engaging with colleagues and working within a professional culture.

Our leaders are reflective, inquisitive, focused on improving their craft, and action-oriented; they accept responsibility for student learning and have a strong sense of self. They know their intentions well enough not to be intimidated into silence by others, are open to learning, and understand the three dimensions of learning in schools: student learning, the learning of colleagues, and learning on their own.

**Assignments**

1. **Participation (individual)**
   Weekly/Every Class
   Peer collaboration and thoughtful class participation are expected. It is through professional interaction that ideas become clear, theories translate into practice, and leadership communities are formed. Engage yourself in active learning and participate in honest, spirited discussions. Be prepared to share with the class your findings in completing the class assignments. Our expectation is that you attend every class. In extraordinary situations let us know in advance if you will be either late or absent. In the latter case you will work on a make up assignment.

2. **Journaling (individual)**
   As Assigned
   At the end of most class sessions, you may be given a writing prompt, as well as an essential question. The purpose of this is to cause you to reflect on the learning from that class and how it integrates into your work as a school leader. Active reflection is a vital component of leadership, and school change will not occur without it. Given your busy life, it is recommended that you faithfully commit a specific time period each week for this activity; it may be at the end of class before you leave for home. I will collect this writing and respond to it on a random basis. I expect approximately a half hour of writing each week.

3. **a. Action research project (ARP)**
   See Timeline
   **Discussion of your study in the context of similar studies:**
   There are several reasons why it is valuable to examine published studies that address questions much like yours. For this discussion, locate as many as you can and select the most relevant studies. Compare and contrast the studies and yours, in relationship to: 1) questions that were asked, 2) research designs used, 3) specific methodologies used, 4) literature and theoretical frameworks used, and 5) research findings. Submit a bibliography of studies that you examined. You will share your bibliography in a small group activity.

**By April 28, 2008,** complete drafts of Introduction (Background and Setting), Review of Literature, and your Methodology sections of the action research project will be completed. Early in the semester, you will be given the Master's Action Research Guidelines. Satisfactory completion of all elements of the ARP is required to earn the Master's degree. In this class, you will complete six sections of the ARP.
Due February 25, 2008  

Background, Problem statement, purpose and research question

Due March 10, 2008  

Methodology (this will be a DRAFT)

Due April 14-21, 2008  

Draft of at least 15 annotated references

Due April 28, 2008  

All the above and your Review of the literature

b. **File your IRB.** By the end of the semester you will have filed your Institutional Review Board (IRB) proposal. The purpose of this assignment is to have the university’s institutional authorization to conduct action research. We will follow the SJSU IRB protocols.

5. **Assessment of Conditions for Optimal Learning Environments in Culturally and Linguistically Diverse Classrooms**  
   **due March 31, 2008**
   - If you are a teacher, assess your classroom and set goals.
   - If you are out of the classroom, interview a teacher with whom you share mutual trust and respect and set goals. Write a succinct paper, explaining your results.

6. **Peer Observations and Reflection of Aida Walqui’s Scaffolds in a Colleague’s Lesson**  
   **due April 7, 2008**
   - If you are a teacher, arrange a peer observation with a colleague in our class.
   - If you are out of the classroom, observe and reflect a teacher with whom you share mutual trust and respect and set goals. In both cases write a succinct paper, explaining your results.

7. **Student Interviews**  
   **due February 4, 2008**
   **Interview three students.** It is important that these students be different from each other. Be sure to include an Intermediate (Level 3) ELL. (Examples from other ED 202 professors are (What are the learning styles and learning needs of each? What does the school/you do to help each of the students feel known and cared for? What does the school/you do to let each student know that expectations are high and support strong? What does the school/you do to value each of their voices?) We will spend some time in class developing student friendly interview questions that may be focused on the topics of your ARP.
   (3 pages, individual assignment)

8. **Self Reflection or Reflection with a Colleague using the SIOP Observation Protocol**  
   **Individual**  
   **due March 31, 2008**
   Turn in Protocol with emphasis on clear commentary. Write a succinct paper, reflecting on this tool as a way of moving forward teaching & learning with your staff

9. **Essential Questions**  
   **Individual**  
   **due between March 17 & April 14, 2008**
   Write this paper using what you have learned in class, on the job, and by reflecting on the issues raised in class. Demonstrate you understand the essential questions and the course content by specifically referring to the discussions, readings, theories, leadership assessments, authentic experiences, and your reflections. The scoring rubric is on page 22.

10. **Consultancy model**  
    **Team**  
    **due May 5, 2008**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Who Submits</th>
<th>Due Date</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>Individuals</td>
<td>Weekly</td>
<td></td>
</tr>
<tr>
<td>2. Reflective Writing</td>
<td>Individuals</td>
<td>As assigned</td>
<td></td>
</tr>
<tr>
<td>2a. Two Essential Questions</td>
<td>Individuals</td>
<td>Between these two dates: March 17 and April 14</td>
<td>You select the two; paper should be about 4-6 pages, single-line spaced (total)</td>
</tr>
<tr>
<td>3. Student Interviews</td>
<td>Individuals; can be done in pairs if you both know the students</td>
<td>February 4</td>
<td>Two-three page paper, single-line spaced</td>
</tr>
<tr>
<td>4a. Action Research Project</td>
<td>Team</td>
<td>February 25</td>
<td>APA format</td>
</tr>
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<tr>
<td>4b. Methodology and 10 annotated references</td>
<td>Team</td>
<td>March 10</td>
<td>APA format; IRB Application is drafted</td>
</tr>
<tr>
<td>4c. Action Research Project</td>
<td>Team</td>
<td>April 14-21</td>
<td>APA format; annotated bibliography completed</td>
</tr>
<tr>
<td>4d. Action Research Project</td>
<td>Team</td>
<td>April 28</td>
<td>APA Format</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>4e. Action Research Project</td>
<td>Team</td>
<td>April 28</td>
<td>All except IRB forms are to be in APA Style Format</td>
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<td></td>
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</tr>
<tr>
<td>5. Curriculum Design May change</td>
<td>Individual or Team</td>
<td>February 25</td>
<td>Submit your lesson</td>
</tr>
<tr>
<td>6. Assessment of Conditions for Optimal Learning Environments</td>
<td>Individual or Team</td>
<td>March 31</td>
<td>Succinct paper (1-2 pages, single-lined spaced)</td>
</tr>
<tr>
<td>7. SIOP</td>
<td>Individual, Pairs, or Team</td>
<td>March 31</td>
<td>Protocol is complete with clear comments; paper (one-two pages, single-lined space) explains how</td>
</tr>
<tr>
<td>Assignment</td>
<td>Group Type</td>
<td>Date</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8. Peer Observation using Aida Walqui’s Scaffolds</td>
<td>Pairs/Triads</td>
<td>April 7</td>
<td>Succinct paper (about 1 page)</td>
</tr>
<tr>
<td>9. Consultancy Protocol</td>
<td>Teams</td>
<td>May 5</td>
<td>Completed in class; you will use your ARP</td>
</tr>
</tbody>
</table>
### Understanding By Design 1-Page Template

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1: Desired Results</strong></td>
</tr>
<tr>
<td><strong>Understandings (should rarely be differentiated)</strong></td>
</tr>
<tr>
<td>♦ What will students understand (about what big ideas) as a result of the unit? “Students will understand that…”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions (should rarely be differentiated)</th>
<th>Knowledge &amp; Skill (may need some differentiation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?</td>
<td>♦ What is the key knowledge and skill needed to develop the desired understandings?</td>
</tr>
<tr>
<td>♦ What knowledge and skill relates to the content standards on which the unit is focused?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2: Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Task (should be differentiated)</th>
<th>Key Criteria/Scoring Rubric (should rarely be differentiated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Self-Assessments (should be differentiated)</th>
<th>Other Evidence (should be differentiated)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3: Learning Activities (should be differentiated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ What sequence of learning activities and teaching will enable students to perform well at the understandings in Stage 2 and thus display evidence of the desired results in stage one? Use the WHERETO acronym to consider key design elements.</td>
</tr>
</tbody>
</table>
FOR USE WITH: MAKING CONTENT COMPREHENSIBLE FOR ENGLISH LEARNERS:

THE SIOP MODEL


The Sheltered Instruction
Observer: ___________________________  Teacher: ___________________________

Observation Protocol (SIOP)
Date: __________________________  School: ___________________________
Grade: __________________________  ESL level: ___________________________
Class: __________________________  Lesson: Multi-day  Single-day  (circle one)

Directions:

Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0-4.

<table>
<thead>
<tr>
<th>Highly Evident</th>
<th>Somewhat Evident</th>
<th>Not Evident</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Cite under “Comments” specific examples of the behaviors observed.

Preparation

1. **Content objectives** clearly defined for students
   - [ ] 4  - [ ] 3  - [ ] 2  - [ ] 1  - [ ] 0

2. **Language objectives** clearly defined for students
   - [ ] 4  - [ ] 3  - [ ] 2  - [ ] 1  - [ ] 0

3. **Content concepts** appropriate for age and educational background
   - [ ] 4  - [ ] 3  - [ ] 2  - [ ] 1  - [ ] 0

   level of students

4. **Supplementary materials** used to a high degree, making the lesson clear and meaningful (graphs, models, visuals)
   - [ ] 4  - [ ] 3  - [ ] 2  - [ ] 1  - [ ] 0

5. **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency
   - [ ] 4  - [ ] 3  - [ ] 2  - [ ] 1  - [ ] 0

6. **Meaningful activities** that integrate lesson concepts
   - [ ] 4  - [ ] 3  - [ ] 2  - [ ] 1  - [ ] 0

   (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking

Comments:
**Building Background**

7. **Concepts explicitly linked** to students’ background experiences

8. **Links explicitly made** between past learning and new concepts

9. **Key vocabulary** emphasized (e.g., introduced, written, repeated and highlighted for students to see)

Comments:

**Comprehensible Input**

10. **Speech** appropriate for students’ proficiency level (e.g., slower rate, enunciation and simple sentence structure for beginners)

11. **Clear explanation** of academic tasks

12. Variety of techniques used to make **content concepts clear** (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language

Comments:

**Strategies**

13. Ample opportunities provided for students to use **learning strategies**

14. **Scaffolding techniques** consistently used, assisting and supporting student understanding (e.g., think-alouds)

15. A variety of questions or tasks that promote **higher-order thinking skills** (e.g., literal, analytical, and interpretive questions).

Comments:

**Interaction**

16. Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

17. **Grouping configurations** support language and content objectives of the lesson
18. Sufficient **wait time for student response** consistently provided

19. Ample opportunities for students to **clarify key concepts in L1** as needed with aide, peer, or L1 text

**Comments:**

| Practice/Application | | | | | |
|----------------------|---|---|---|---|
| 20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge |
| 21. Activities provided for students to apply **content and language knowledge** in the classroom |
| 22. Activities integrate all **language skills** (i.e., reading, writing, listening, and speaking) |

**Comments:**

| Lesson Delivery | | | | | |
|-----------------|---|---|---|---|
| 23. **Content objectives** clearly supported by lesson delivery |
| 24. **Language objectives** clearly supported by lesson delivery |
| 25. **Students engaged** approximately 90-100% of the period |
| 26. **Pacing** of the lesson appropriate to the students’ ability level |

**Comments:**

| Review/Assessment | | | | | |
|-------------------|---|---|---|---|
| 27. Comprehensive **review of key vocabulary** |
| 28. Comprehensive **review of key content concepts** |
| 29. Regular **feedback provided** to students on their output (e.g., language, content, work) |
| 30. **Student comprehension and learning** of all lesson objectives (e.g., spot checking, group response) assessed throughout the lesson. |

**Comments:**
Consultancy Model

(Developed as part of the Coalition of Essential Schools' National Re-Learning Faculty Program, and further adapted and revised as part of work of the Annenberg Institute's National School Reform Faculty Project)

A consultancy is a structured process for helping individuals or small group of people think more expansively about a particular, concrete problem or dilemma. Outside perspective is critical to this protocol working effectively; therefore, some of the participants in the group must be people who do not share the presenter’s specific problem at that time.

Time: 50 minutes

Roles: Presenter(s) (whose work is being discussed by the group)
Facilitator (who also participates)

Steps:
1. The presenters give a quick overview of the ARP. They highlight the major issues with which they are struggling, and frame a question for the consultancy group to consider. The framing of this question, as well as the quality of the presenters’ reflection on the dilemma being discussed, are key features of this protocol. (5 minutes)
2. The consultancy group asks clarifying questions of the presenters - that is, questions that have brief, factual answers. (5 minutes)
3. The group then asks probing questions of the presenters - these questions should be worded so that they help the presenters clarify and expand their thinking about the dilemma presented to the consultancy group. The goal here is for the presenters to learn more about the question the consultancy group framed or to do some analysis of the dilemma presented. The presenters respond to the group's questions, but there is no discussion by the larger group of the presenters’ responses. (10 minutes)
4. The group then talks with each other about the dilemma presented: What did you hear? What didn’t you hear that you think might be relevant? What do you think about the problem? Members of the group sometimes suggest solutions to the dilemma; most often, however, they work to define the issues more thoroughly and objectively. The presenters are not allowed to speak during this discussion, but instead listen and take notes. (15 minutes)
5. The presenters then responds to the discussion (first in a fishbowl if there is more than one presenter and if they prefer to begin that way), followed by a whole group discussion. This should include a brief conversation about the consultancy process. (5 minutes)
6. The facilitator leads a brief conversation about the group’s observations of the process. (5 minutes)

Consultancy Dilemmas

A couple of caveats! We have learned from experience that consultancies don't go well when people bring problems or dilemmas that they are well on the way to figuring out themselves, or when they bring a dilemma that involves getting other people to change. To get the most out of this experience, bring something that is still puzzling you about your ARP. It's riskier to do, but we guarantee that everyone will learn more. All consultancy dilemmas and conversations will be kept in strict confidence.
**Consultancy Tips**

**Step 1:** The success of the consultancy often depends on the quality of the presenters’ reflections in Step 1 as well as on the quality and authenticity of the question framed for the consultancy group. However, it is not uncommon for the presenters, at the end of a consultancy, to say, "Now I know what our real question is." That is fine, too. It is sometimes helpful for the presenters to prepare ahead of time a brief (one-two page) written description of the dilemma and issues related to it for the consultancy group to read as part of Step 1.

**Steps 3 & 4:** Clarifying questions are for the person asking them. They ask the presenter "who, what, where, when, and how." These are not "why" questions. They can be answered quickly and succinctly, often with a phrase or two. Probing questions are for the person answering them. They ask the presenter "why" (among other things), and are open-ended. They take longer to answer, and often require deep thought on the part of the presenter before she speaks.

**Step 5:** When the group talks while the presenters listens, it is helpful for the presenters to pull their chairs back slightly away from the group. This protocol requires the consultancy group to talk about the presenters in the third person, almost as if they were not there. As awkward as this may feel at first, it often opens up a rich conversation. Remember that it is the group's job to offer an analysis of the dilemma or question presented. It is not necessary to solve the dilemma or to offer a definitive answer. It is important for the presenters to listen in a non-defensive manner. Listen for new ideas, perspectives, and approaches. Listen to the group’s analysis of your question/issues. Listen for assumptions both your own and the group's—implicit in the conversation. Don’t listen for judgment of you by the group. This is not supposed to be about you, but about a question you have raised. Remember that you asked the group to help you with this dilemma.

**Step 6:** The point of this time period is not for the presenters to give a "blow by blow" response to the group’s conversation, nor is it to defend or further explain themselves. Rather, this is a time for the presenters to talk about what were, for them, the most significant comments, ideas and questions they heard. They can also share any new thoughts or questions they had while listening to the consultancy group.

**Step 7:** Debriefing the process is key. Don't short-change this step.
CATALOG DESCRIPTION
Development of the human resources movement; overview of school human resources functions; staff selection; staff assignment, orientation, and induction; staff evaluation, assistance, and support; professional development and coaching; progressive discipline and dismissal; leading and managing change.

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. Thus the Enduring Understandings for EdAd 203 address each of the Educational Leadership Themes as follows:

Leadership Concepts and Management Strategies:
- Effective school leaders lead collaboratively, building leadership capacity among all members of the school community.

Role of Schooling in a Democratic Society:
- Effective school leaders facilitate the development, articulation, and implementation of a clearly held, shared vision which is focused on maximizing learning for each student and supported by the school culture and all stakeholders in the community.

Building Equity in Diverse Communities:
- Effective school leaders understand that all students are capable of using their hearts and minds well if they are in schools where they are known well, where there are high expectations and focused support for all students and where students know their voices are valued.

Facilitating Collaborative Change:
- Students learn best in schools where adults collaborate to maximize student achievement, where decisions are data based and imbedded staff development are used and where there is coherence of resources to support them.

Inquiry, Learning, Research, and Reflective Practice:
- Effective educational leaders understand systemic change, organizational development, team building, participatory decision making and develop school cultures where teamwork, collaboration and a productive school culture are evident.

COURSE PURPOSES
This course focuses on the human resource administration areas of helping teachers and other staff change and improve their skills within a learning community specifically in the areas of selecting, orienting, inducting, coaching, developing, evaluating, and occasionally – disciplining, and dismissing staff. The course looks at ways you can hire the most talented, most committed people you can find, how you can help them get better at what they do (professional development), and how you can hold onto them (retention). Since teachers are our single most important group of workers after students, we focus on certificated personnel; but classified workers do receive our attention. The course will also take a look at your individual professional development in administration and leadership.

BIG IDEAS FOR EDAD 203
- Employees cause students to gain academic learning in schools
- Employees grow professional as a result of quality professional development programs; their growth benefits students
- Legal regulations define processes used in human resources
- The quality of employees begins with recruitment
Important to know and do

✓ How to develop a comprehensive professional development program
✓ How to improve the recruitment, selection, hiring, and retention of employees
✓ Peer coaching
✓ Know where to find laws and other regulations
✓ Communicate how laws and resources can be used to maximize students’ learning
✓ Contract language

Be familiar with

✓ Preparing for and conducting an interview
✓ Complete letters of interest and applications
✓ Negotiations processes
✓ SB 2042
✓ Credentialing laws

ADMINISTRATIVE SERVICES STANDARDS/ CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS ASSESSED IN
EDAD 203: The School Administrator: Human Resources

| Student Learning and Professional Growth | Signature Assignment: Development of a School Professional Development Plan |

Note: CTC Administrative Services Standards/California Professional Standards for Educational Leaders (CPSEL) is a document available on the Educational Leadership Department Website: http://www.sjsu.edu/edleadership

**COURSE OBJECTIVES for EDAD 203 and 204**

ADMINISTRATIVE CONCEPTS AND MANAGEMENT STRATEGIES

Students will learn to:

**Note: CTC Administrative Services Standards/California Professional Standards for Educational Leaders (CPSEL)**

- Demonstrate understanding of the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings.
- Leverage and marshal efficient resources to implement and attain the vision for all students and all subgroups of students. (12c)
- Promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (12)
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. (12c)
- Align fiscal, human and material resources to support the learning of all student and all groups of students. (12d)
- Sustain a safe, efficient, clean, well-maintained and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. (12e)
- Utilize the principles of systems management, organizational development, problem-solving, and decision-making techniques fairly and effectively. (12f)
- Utilize effective and nurturing practices in establishing student behavior management systems. (12g)
- Incorporate information about family and community expectations into school decision-making and activities. (13a)
- Communicate information about the school on a regular and predictable basis through a variety of media. (13f)
- Demonstrate communication skills in decision making, problem solving, change
management, planning, use of interpersonal skills, conflict resolution/management and evaluation. (14a)

- Protect the rights and confidentiality of students and staff (14k)
- Explore ethical dilemmas for the leader and ethical behavior in those situations.
- Use the influence of the office to enhance the education program rather than for personal gain. (14j)
- Understand the importance of school financing, budgeting and managing a budget in relationship to student learning. (Department Standard)
- Understand the role of the school administrator in developing a school budget, administering the budget, and evaluating its efficiency and effectiveness. (Department Standard)
- Gain an overall understanding that budget effects school programs, goals, and plans.
- Understand student activities and athletic funding and budgeting. (Department Standard)
- Understand the need to initiate and seek alternative funding sources to help with the school's fiscal needs. (Department Standard)
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (14c)
- Influence and support public policies that ensure the equitable distribution of resources and support for all sub-groups of students. (15e)
- Understands the organization and functions of classified services including: custodial, secretarial, instructional assistants, nutritional services, transportation, etc. (Department Standard)
- Develop skills in managing and scheduling school facilities and grounds in ways that promote appropriate and maximum use. (Department Standard)
- Understand partnership approaches in facility and equipment use and equipment acquisition and replacement. (Department Standard)
- Examine information management practices in the school and between school and district. (Department Standard)
- Use computer data based and electronic mail as information management tools. (Department Standard)
- Understands fiscal planning in relationship to the school plan in the short and long range. (Department Standard)
- Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law. (Department Standard)
- Use computer data based and electronic mail as communication and information management tools. (Department Standard)

**ROLE OF SCHOOL IN A DEMOCRATIC SOCIETY**

Students will learn to:

- Protect the rights and confidentiality of students and staff. (14k)
- Ensure that the school operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements. (15b)
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (15d)
- Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law. (Department Standard)

**BUILDING EQUITY IN DIVERSE COMMUNITIES**

Students will learn to:

- Leverage and marshal efficient resources to implement and attain the vision for all students and all sub groups of students. (10c)
- Promote equity, fairness and respect among all members of the school community. (11f)
- Incorporate information about family and community expectations into school decision-making and activities. (13a)
- Model personal and professional ethics, integrity, justice and fairness and expect the same behaviors from others. (14b)
Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (14c)

Influence and support public policies that ensure the equitable distribution of resources and support for all sub-groups of students. (15e)

Learn to operate in fair and impartial ways, acting in accordance with the spirit as well as the letter of the law. (Department Standard)

MANAGING AND LEADING CHANGE

Students will learn to:

- Shape school programs, plans and activities to ensure integration, articulation and consistency with the vision. (10e)
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. (11e)
- Demonstrate communication skills in decision making, problem solving, change management, planning, use of interpersonal skills, conflict resolution/management and evaluation. (14a)

RESEARCH AND REFLECTION ON PRACTICE

Students will learn to:

- Develop, clarify, and reflect on practice for personal and professional ethical beliefs. (Department Standard)
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (14c)

Essential Questions for EdAd 203

1. What are the key dimensions of human resources for use in leading schools?
2. How can I, as an educational leader, promote student achievement through the key dimensions of human resource management?
3. What are my professional career interests, goals, and qualifications as an educational leader and how do I intend to continue to grow as a professional leader throughout my career?

Course Requirements

Outside reading and writing will be required to the degree necessary to assure the key dimensions of human resource management are understood. Thoughtful and consistent class participation is essential to success in this seminar. Through professional interaction, ideas are made clearer, theories become practice, and leadership communities of practice develop. Be prepared to share your findings in completing your work.

You are expected to attend every class. If you are unable to attend a class, it is your responsibility to notify the instructor so that an alternative assignment can be arranged. Written reflections may be required as a way to process each week's learning at a deeper level of meaning. Written assignments are to be word processed and printed. Assignments requiring research documentation may include the use of on-line sources and will use the APA-Fifth Edition standards for citations. Group presentations will be used to present research findings. Each student will construct at least one power point presentation and one data base presentation as a part of a group assignment.

A written reflection may be due at each class. At the close of each class, the topic of the next week’s reflection will be presented. These writing assignments are due at or before the next scheduled class. Written assignments completed outside of class should be submitted electronically.

GRADES

The grade you earn in this seminar will be determined by the quality of your work. All assignments are to be completed at an acceptable level for professional work. Students who participate and contribute to the class and complete assignments at an acceptable level will earn a grade of A. Late or missing work may result in a lower grade.
Effective written communication is an indispensable skill for school leaders. I will read and reflect on each assignment you prepare. I reserve the right to return any assignment not meeting the standards for work in this course for further revision and/or polishing. Some written assignments may be completed in class.

The Educational Leadership Department holds high expectations of each of you. We believe that schools will improve if the leaders of those schools are prepared with the skills and motivation needed to inspire outstanding performance. We are committed to preparing you well. Your grade in this course is an important indicator of how well you are preparing for excellence in leadership.

ATTENDANCE AND PARTICIPATION IN THE SESSIONS
The expectation for all graduate seminars is that educational leaders will attend and participate in all scheduled class meetings: lectures, demonstrations, discussions, presentations, large and small group activities, and reading and writing assignments. All have been carefully planned. If a professional conflict or an emergency intervenes, professional courtesy requires that the graduate student notify the instructor of the course in advance. If the unavoidable professional conflict warrants it, the student may request a substitute learning assignment from the instructor, and the work may be made up by the next class meeting or the deadline set by the instructor. If no advance notice is given (cutting a class), then the work cannot be made up and a lower letter grade should be expected. There are no unexcused or excused absences in graduate classes in Educational Leadership.

Remember, an educational leader reads and communicates with passion about educational issues at every opportunity and creates these opportunities on a daily basis. As professional educational leaders, we expect this from you at each class meeting!

ACADEMIC INTEGRITY POLICY
Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct

PLAGIARISM
Plagiarism Policy: The San Jose State University policy regarding plagiarism and academic honesty can be found in the University Schedule of Classes and the University Catalog.

Plagiarism is defined as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:
1. The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work, knowingly or unknowingly.
2. Representing another’s scholarly or artistic works as one’s own.

Plagiarism is not acceptable. The instructor will discuss any instances of suspected plagiarism with the student involved and apply appropriate sanctions. Evidence of plagiarism may result in course failure as well as expulsion from the program and San Jose State University.

• Avoiding Plagiarism: Mastering the Art Of Scholarship - Office of Student Judicial Affairs, University of California, Davis
• Thinking Critically about World Wide Web Resources - Esther Grassian, UCLA College Library
• ACADEMIC DISHONESTY: CHEATING, PLAGIARISM, SANCTIONS – see: http://library.sjsu.edu/leap/plagiar.htm

ACCOMMODATION OF STUDENTS OF DIFFERING LEARNING ABILITIES
The Educational Leadership Department will accommodate students with differing learning abilities and/or handicaps through the resources of the San Jose State University Disabilities Resource Center at 408-924-6000, http://www.drc.sjsu.edu Learning Assistance Resource Center (LARC) 408.924.2587

REQUIRED READING
EdAd 203: Human Resources
   Price: About $25.00
Darling-Hammond, Linda (1999). The Right to Learn. (You have this book)
   ISBN: 1-4129-0652-0   Price: $27.95
(Be sure you order the Second Edition: 2005 book.)

EdAd 204: Fiscal and Legal Leadership
http://www.edsource.org/
By e-mail - edsourc@edsource.org
By phone - 650/917.9481
By fax - 650/917.9482
By mail – 520 San Antonio Road, Suite 200, Mt. View, CA 94040
$24.00 +$5.00 shipping – TAX is included so the total cost is $29.00 if mailed to you
California School Law by Frank R. Kemerer, Peter Sansom, Jennifer Kemerer
   Publisher: Stanford University Press
   Pub. Date: May 2005
   www.sfsu.edu/~seconded/castandards1.html

WEB SITES: Professional Organizations
1. American Association of School Administrators www.aasa.org
2. Association of California School Administrators www.acsa.org
3. Association for Supervision and Curriculum Development www.ascd.org
5. California State Department of Education www.cde.ca.gov
7. Education Week www.edweek.org
8. International Principals Network www.gse.harvard.edu/principals
10. National Staff Development Council www.nsdc.org
11. Phi Delta Kappa www.pdkintl.org/kappan.htm

RECOMMENDED READINGS

Bibliography


**Teacher Coaching**


**Professional Development**


**ESSENTIAL QUESTIONS for EDAD 203**

1. What are the key dimensions of human resources for use in leading schools?
2. How can I, as an educational leader, promote student achievement through the key dimensions of human resource management?
3. What are my professional career interests, goals, and qualifications in educational leadership and how do I intend to continue to grow as a professional leader throughout my career? (completed in EdAd 203)

**ESSENTIAL QUESTIONS RUBRIC**
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<td>Cites references from text as well as relevant references from related</td>
<td>Cites at least 2 references from text, draws from class discussion and</td>
<td>Makes at least one reference to text, draws from class discussion and</td>
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<td>research as appropriate, draws from class discussion and cites professional experience in response to question</td>
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<td>Uses reliable data to support observations and conclusions</td>
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<td>Responses are thoughtful and deep, understands and demonstrates the</td>
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<td>difference between verbosity and substance</td>
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<td>• Uses word processor (no spelling errors – use spell check)</td>
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**Human Resource and Fiscal/Legal Leadership - Class Presentation Topics and Procedures**

Class presentations will be scheduled. Topics may be selected from the following list or, with instructor’s approval, you may choose to research another topic of interest to you. Your presentation, with one or two colleagues, should be about 20 minutes including time for questions and topic discussion. Please prepare a written summary of your presentation for submission. Handouts of the presentation for the class are also appreciated.

**Suggested Topics**

**Finance/Fiscal Leadership**
1. Building and Managing a School Budget
2. Assembly Bill 1200
3. Options for Financing School Facilities
4. Categorical Funds – What are they and how do we manage them?
5. How Much is Enough? A Better Way to Fund California’s Schools
6. Proposition 13. How it has impacted California Schools
7. SACS (State Account Code Structure) and how does it work?

**Legal Leadership**
2. The School’s Duty to Protect Students
3. Compulsory School Attendance
4. Strangers On or Near Campus. What can we do about them?
5. Child Custody Issues
6. Tort Liability and the Schools. Can we be sued?
7. Religion and the Public Schools
8. Teachers’ Civil Rights

Other topics of general interest and relevance can be selected with the approval of the instructor.

- Format and list provided by Dr. Jim Ritchie

**Date:**

**Principals’ Panel Note Taking Guide**

<table>
<thead>
<tr>
<th>Categorical Dollars – which funds are received, how do they support student learning?</th>
<th>What are ASB funds? How are they used and monitored? How do they support student learning, school climate, and community status?</th>
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</thead>
</table>

Budget development process
When reductions are required, or there is a “short fall” in the funds, how are adjustments made?

What grant funds are at your school and how do they address students’ needs?

Legal Leadership: Questions from the class

<table>
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<tr>
<th>What action can/should teachers take to influence the budget?</th>
<th>How can we minimize the conflict that occurs because of limited resources?</th>
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</table>

SIGNATURE ASSIGNMENT:  Professional Development Plan  
Title of Task:  Instructional Glue or It’s Time for your 5,000 Mile Check-up  
Course(s):  EdAd 203-204: Human Resources & Fiscal/Legal Leadership

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

**TASK:** Glickman, Gordon, and Ross-Gordon (2004) write, “When a customer purchases a new car, costing upwards of $30,000, he or she bring it in every 5,000 miles for preventive maintenance and fine-tuning. The customer continues to put additional money into the car to prolong its life and performance. Simply to run the car into the ground would be a dumb way to protect such an investment! In education, the school board is the customer, who purchases more than a new car with its $30,000 initial investment—it purchases a living and breathing professional! Without resources for maintaining, fine-tuning, and reinvigorating the investment, the district will run teachers into the ground. This is far more consequential than a neglected car. The district will lose teaches, physically and/or mentally. The real losers will be the students of these teachers” (p. 371).

We’ve all been to lousy staff development session—where there is little substance or no connection to teaching, learning, or school goals. Often staff development is “one-shot” activities, rather than an integrated and comprehensive plan for instructional improvement. And too often there’s little, if any, follow-up.

Yet we know the characteristics and quality of effective professional development: (1) involvement of administrators in the planning and delivery of the program, (2) different experiences for different teachers, (3) active engagement, (4) an emphasis on practice, feedback, sharing and coaching, (5) teacher choice, and (6) teacher initiated and self-directed learning opportunities (Lawrence, as cited in Glickman, et al., p. 372).

Your job, as a prospective school administrator is to develop a comprehensive, multi-year, needs-based professional development plan that focuses on student learning and achievement of high standards.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>An Ineffective Staff Development Plan</th>
<th>An Effective Staff Development Plan</th>
<th>An Exemplary Staff Development Plan</th>
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<tr>
<td>Adult Learning Principles</td>
<td>Our plan is pretty much a series of unrelated, one-shot, “stand-and-deliver” training sessions by external presenters who don’t know much about us.</td>
<td>Our plan is based on active involvement in the learning process. We’ve built in some social/warm-up time, food (“eating makes the meeting”) and breaks to help us remain focused.</td>
<td>Our plan is based on active involvement in the learning process; participants are required to apply new learnings to their classroom practices during the workshop (guided practice) and receive feedback while learning, and then to report back on what actually happened when they tried it at the next faculty meeting. Application and connections to current and future practices are embedded throughout the workshop. Our plans includes a choice of professional development experiences (study groups, action research, professional study teams, independent study, coaching and mentoring, classes and workshops, looking at student work using protocols, etc.)</td>
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<tr>
<td>Overview</td>
<td>Our plan begins with a description of what we’ll do when. It’s pretty well written and succinct. With a quick glance most people would be able to tell that this is “staff development as usual.”</td>
<td>Our plan includes an introduction that briefly describes the components of the plan, how we came to the decisions the plan embodies, and speaks to the long-term effects we hope the plan will have.</td>
<td>Our plan includes an introduction that frames our beliefs about and reflects a long-term view of professional development and also links our professional development plan to our school improvement plan. While the plan is school-based, in the introduction we speak to the responsibility of teachers to design their own professional development to meet identified needs. We also emphasize the importance of job-embedded professional development, articulating the belief that professional development is part of everyone’s work everyday.</td>
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<tr>
<td>Needs-based Comprehensive Plan</td>
<td>A colleague attended a session that was well presented and we’ve decided to bring that speaker in to work with us OR someone heard about a new idea we’ve agreed to find out more about that OR we’ve decided to spend our time working in our rooms and grading papers or working with grade-level/discipline teams to plan the rest of the school year. The topics are either too general or too specific to be of much use to most of the faculty. Everybody knows most staff development is pretty worthless anyway.</td>
<td>There’s evidence (attached) that we’ve reviewed our student achievement data, attendance data, special education/ESL/Title I data and identified strengths and areas that need additional attention. We’ve conducted a needs assessment of our staff’s strengths, needs, and areas of interest. We’ve reviewed state and district learning standards. Our plan reflects a melding of these data, needs, and learning standards. We are interested in learning more and looking forward to our staff development activity.</td>
<td>There’s evidence (attached) that we’ve carefully analyzed out student achievement data, attendance records, discipline referrals, and data regarding the performances of our special needs students. We’ve conducted a staff needs assessment (attached) to identify strengths, areas of needs, and areas of expertise. There’s evidence that we’ve reviewed these data in light of our student learning standards and performance goals/targets and identified both short- and long-term professional development needs and an implementation plan that will result in increased teacher knowledge and skill, improved student learning, and more students meeting standards. Needed resources (especially time and money) are clearly identified, as well as strategies for rewards and recognition. We have detailed ideas about how to evaluate and modify our plan if we don’t think we’re getting the results we desire.</td>
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<tr>
<td>Creating a Positive Climate for Staff Development</td>
<td>The staff development day has been on the school calendar for a year or so; the principal sent out reminders about the workshop and a vita of the presenter.</td>
<td>At the last faculty meeting the principal reminded us of the staff development day and led us through a discussion of the purpose, the agenda, and what we hope to accomplish. We discussed issues related to the topic at our tables and shared our worst fears and best hopes about the day. The principal mentioned that we’ll be expected to implement our new learnings and share the results at a follow-up faculty meeting.</td>
<td>Our plan is well aligned with our needs, well articulated and implemented, and clearly linked to our school improvement plan. We’ve been reading and discussing research and professional journal articles all year long at faculty and grade-level meetings as our plan has unfolded. We’ve identified key questions and issues we want to tackle; at each faculty meeting our study groups share new learnings and questions based on their readings and discussions. Our principal weaves all this work together into a “story” that describes our professional development over the course of a year. We receive written follow-up records of our faculty sharing and several times throughout the year we each engage in individual conversations with our principal about our own professional development and our school-wide plan for improvement.</td>
</tr>
<tr>
<td>Evaluation and</td>
<td>After each training we evaluate</td>
<td>After each workshop we we evaluate</td>
<td>We regularly and systematically evaluate our staff evaluations to determine the effectiveness of our professional development activities.</td>
</tr>
</tbody>
</table>

11
<table>
<thead>
<tr>
<th>Rubric</th>
<th>An Ineffective Staff Development Plan</th>
<th>An Effective Staff Development Plan</th>
<th>An Exemplary Staff Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-up</td>
<td>how the day went; identify what we learned and suggest changes for “next time.”</td>
<td>evaluate our learnings, set goals for implementation, and plan when we’ll come back together to share results. We write down our questions and ask the principal to find out the answers for us. We recommend that some follow-up be planned to ensure our success at implementation.</td>
<td>development plan based on how well we are able to teach all students to high standards. Based on our evaluation data we modify and revise our classroom practices as well as our staff development program. At the end of the year we report the results of our staff development efforts to all our constituencies.</td>
</tr>
<tr>
<td>Support</td>
<td>No one’s really very interested in this; half the time the principal doesn’t even show up for the training and there are no or very limited funds for materials and implementation.</td>
<td>We really are committed to on-going staff development planned to meet our needs. The principal always plays an active leadership role and some funds are available for materials or additional training.</td>
<td>Our principal is supportive of our staff development efforts and frequently provides coaching and support during implementation. We have also funded teacher/peer coaching opportunities for all staff; funding is available for materials and team planning and problem-solving.</td>
</tr>
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</table>


### Matrix of Action

**Professional Development Plan for** ________________________(name of school/district)

**Focus of professional development:** ________________________

<table>
<thead>
<tr>
<th>2008-2009 School Year</th>
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<tbody>
<tr>
<td>Monthly Plan</td>
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<tr>
<td>Faculty Meetings</td>
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<tr>
<td>Grade Level</td>
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<tr>
<td>Department</td>
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<tr>
<td>Visitations</td>
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<tr>
<td>Classrooms and/or</td>
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<tr>
<td>Schools</td>
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<tr>
<td>Coaching</td>
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<td>Mentors</td>
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<td>Other/Conferences</td>
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#### June 2007

<table>
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<tr>
<th>Month</th>
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<th>Coaching</th>
<th>Mentors</th>
<th>Other/Conferences</th>
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</table>

#### July

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<thead>
<tr>
<th>Month</th>
<th>Faculty Meetings</th>
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<th>Department</th>
<th>Visitations Classrooms and/or Schools</th>
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</table>
EdAd 204 - The School Administrator: Fiscal & Legal Leadership
Section 2/Will Ector & Section 1/Pat Stelwagon
Spring 2008

CATALOG DESCRIPTION
Ethics for the school leader, laws affecting students and schools, the leader's role in implementing the law, issues of school finance, funding patterns for public schools, procedures for school budget development and management.

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. Thus the Enduring Understandings for EdAd 204 address each of the Educational Leadership Themes as follows:
Role of Schooling in a Democratic Society: Effective educational leaders understand the role of schooling as a system tied to a larger society and take an active role in collaboratively developing and building support and engaging community leaders.

Building Equity in Diverse Communities: Schools are most effective in meeting the needs of students when school leaders skillfully mobilize institutional and community resources, focused on improving learning for all students.

Facilitating Collaborative Change: Effective schools use data-based decision making, job-imbedded professional development, and coherence of resources.

Leadership Concepts and Management Strategies: Effective leaders develop and apply appropriate knowledge and skills to the on-going operation and improvement of schools.

Inquiry, Learning, Research, and Reflective Practice: Effective educational leaders use inquiry, evidence, and reflection to enact equity outcomes, justice, and systemic coherence.

COURSE PURPOSES

This course focuses on two critically important areas school leaders needs to know: school law and school finance. This course focuses on developing an understanding of the legal frameworks that school leaders are responsible for knowing and implementing including federal, state, and local educational laws, regulations, and other policies that govern. It aims to develop familiarity with the constitutional, statutory, case, regulatory, administrative structure of law governing education which supports the school leader in carrying out the responsibility of enforcing the law. It explores the ethical issues and behaviors of school leaders, representative issues and legal problems, collective bargaining and contract administration, credentialing laws and requirements, and the relationships among administrative units.

Students will examine school finance at the federal, state, and local school funding levels in order to understand the effective and efficient management of fiscal resources and business services to provide the best education for all students. Emphasis is on public school district practices and procedures as they relate to the operation of individual school sites including issues of school finance, procedures for developing and managing school site, and program budgets and facilities. Attention is given to the role of the school administrator as a leader and manager of financial, physical, and human resources, especially given the increasing economic constraints on schools. Ethical leadership behavior is the foundation consideration for the course.

BIG IDEAS FOR EDAD 204

✓ The district and school budgets can be demystified in ways that you can understand
✓ Allocation of resources addresses equity issues so all students succeed; budgets reflect school and district goals and should directly relate to maximize learning for all students
✓ Meeting compliance requirements allows the leader’s agenda to be about change
✓ Legislation and funding are used to emphasize educational goals

Important to know and do

✓ Read a budget printout
✓ Trace school priorities in the school budget
✓ Know where to find laws and other regulations
✓ Communicate how laws and resources can be used to maximize students’ learning

Be familiar with

✓ Budget categories
✓ Various department within the Business Division and their functions
✓ School law
Signature Assignments

<table>
<thead>
<tr>
<th>CTC Standard 14: Personal ethics and leadership capacity</th>
<th>Essay on my personal ethics and values as they impact my practice in school law and finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTC Standard 15: Political, social, economic, legal, and cultural understanding</td>
<td>Analysis of a school or district budget as it relates to student learning goals</td>
</tr>
</tbody>
</table>

**ATTENDANCE AND PARTICIPATION IN THE SESSIONS.**

The expectation for all graduate seminars is that educational leaders will attend and participate in all scheduled class meetings: lectures, demonstrations, discussions, presentations, large and small group activities, and reading and writing assignments. All have been carefully planned. If a professional conflict or an emergency intervenes, professional courtesy requires that the graduate student notify the instructor in advance. If the unavoidable professional conflict warrants it, the student may request a substitute learning assignment from the instructor, and the work may be made up by the next class meeting or the deadline set by the instructor. If no advance notice is given (cutting a class), then the work cannot be made up and a lower letter grade should be expected. There are no unexcused or excused absences in graduate classes in Educational Leadership.

Remember, an educational leader reads and communicates with passion about educational issues at every opportunity and creates these opportunities on a daily basis. As professional educational leaders, we expect this from you at each class meeting!

**COURSE REQUIREMENTS:**

Thoughtful class participation is expected of all graduate students in Educational Leadership. Through professional interaction, ideas become clearer, theories become practice, and leadership communities are developed. Be prepared to share your findings in completing assignments. Each class will begin promptly at the identified times. You are expected to attend every class, to come to class on time, and to remain until the class is dismissed. Arrange your schedule in advance so that you will not penalize your fellow students by interrupting instruction with your late arrival or early departure. If you are unable to attend a class, must be late to a class, or leave early, it is your responsibility to notify the instructor in advance so that an alternative assignment can be arranged when appropriate.

A written reflection may be due at each class. At the close of each class, the topic of the next week’s reflection will be presented. These writing assignments are due at or before the next scheduled class. Written assignments completed outside of class should be submitted electronically.

**GRADES**

The grade you earn in this class will be determined by the quality of your work. All assignments are required, and, if done with pride and reflection, and if you attend and participate in class, you will earn a grade of A. Late assignments may receive reduced credit. You are professionals, and it is possible that these assignments do not meet your learning needs. We are available to listen to alternatives. We believe in authentic assessment. Any alternatives should keep this in mind. Remember that written communication skills are a very, very important ability for school leaders to possess with mastery. Practice that with pride for this class please.

Effective written communication is an indispensable skill for school leaders. I will read and reflect on each assignment you prepare. I reserve the right to return any assignment not meeting the standards for work in this course for further revision and/or polishing. Some written assignments will be completed in class.
The Educational Leadership Department holds high expectations of each of you. We believe that schools will improve if the leaders of those schools are prepared with the skills and motivation needed to inspire outstanding performance. We are committed to preparing you well. Your grade in this course is an important indicator of how well you are preparing for excellence in leadership.

ACADEMIC INTEGRITY POLICY

The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university’s Academic Integrity Policy. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university’s degrees are compromised.

PLAGIARISM

Plagiarism Policy: The San Jose State University policy regarding plagiarism and academic honesty can be found in the University Schedule of Classes and the University Catalog.

Plagiarism is defined as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work, knowingly or unknowingly.
2. Representing another’s scholarly or artistic works as one’s own.

Plagiarism is not acceptable. The instructor will discuss any instances of suspected plagiarism with the student involved and apply appropriate sanctions. Evidence of plagiarism may result in course failure as well as expulsion from the program and San Jose State University.

- Avoiding Plagiarism: Mastering the Art Of Scholarship - Office of Student Judicial Affairs, University of California, Davis
- Thinking Critically about World Wide Web Resources - Esther Grassian, UCLA College Library
- ACADEMIC DISHONESTY; CHEATING, PLAGIARISM, SANCTIONS – see: http://library.sjsu.edu/leap/plagiar.htm

ACCOMMODATION OF STUDENTS OF DIFFERING LEARNING ABILITIES

The Educational Leadership Department will accommodate students with differing learning abilities and/or handicaps through the resources of the San Jose State University Disabilities Resource Center at 408-924-6000, http://www.drc.sjsu.edu

Learning Assistance Resource Center (LARC) 408.924.2587
(They will read your paper with you and guide you through APA.)

WEB SITES: Professional Organizations

1. American Association of School Administrators www.aasa.org
2. Association of California School Administrators www.acsa.org
3. Association for Supervision and Curriculum Development www.ascd.org
5. California State Department of Education www.cde.ca.gov
7. Education Week www.edweek.org
8. International Principals Network www.gse.harvard.edu/principals
10. National Staff Development Council www.nsdc.org

School Finance and Budget

ESSENTIAL QUESTIONS
• What personal and professional, ethical standards drive my leadership of legal and fiscal resources to meet the school's vision and goals? Assesses CTC Standard 14 and CPSEL 1
• What are the key legal issues, processes and procedures that I need to know as a novice educational leader to help promote student success?
• How can I demonstrate my understanding of the importance of school financing, budgeting, and managing a budget in relationship to student learning? Assesses CTC Standard 15 and CPSEL 6
• What are my professional career interests, goals, and qualifications in educational leadership and how do I intend to continue to grow as a professional leader throughout my career? (completed in EdAd 203)

ESSENTIAL QUESTIONS RUBRIC

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
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<tbody>
<tr>
<td>Personally responds to all essential questions</td>
<td>Personally responds to all essential questions</td>
<td>Personally responds to all essential questions</td>
</tr>
<tr>
<td>Cites references from text as well as relevant references from related research as appropriate, draws from class discussion and cites professional experience in response to question</td>
<td>Cites at least 2 references from text, draws from class discussion and cites professional experience in response to each question</td>
<td>Makes at least one reference to text, draws from class discussion and cites professional experience</td>
</tr>
<tr>
<td>Uses reliable data to support observations and conclusions</td>
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<tr>
<td>Responses are thoughtful and deep, understands and demonstrates the</td>
<td>Responses are thoughtful</td>
<td></td>
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</tbody>
</table>

11. Phi Delta Kappa www.pdkintl.org/kappan.htm
difference between verbosity and substance

Mechanics:
- Coherent
- Standard English (no slang, explains local terms and acronyms)
- Includes introduction, development of concepts and conclusion
- Uses word processor (no spelling errors – use spell check)
- Document has been proof read

OTHER RELEVANT DATES
- Team papers completed on/before end of March 2008
- Purchase gown/cap/tassel/hood for graduation during late March or early April 2008
- ARP DRAFT complete on/before 4.15.08

Assignments
1. Peer collaboration and thoughtful class participation are expected.
   Individual
   Due Weekly
   It is through professional interaction that ideas become clearer, theories translate into practices, and leadership communities are formed. Engage yourself in active learning and participate in honest, spirited discussions. Be prepared for two activities:
   a. Facilitate a class discussion
   b. Share with the class your learnings from class assignments.
   We expect you to attend every class. If you cannot attend, for some reason, call and we will arrange an alternative assignment.

2. Your Reflective Journal/Creating Deeper Understanding
   Individual
   Due as Assigned
   Be an active member of your school’s leadership and document all you can about how teams form and learn to work together. Active reflection is a vital component of leadership; school change will not occur without it. At the close of many classes, you will receive a writing prompt for your journal to guide reflection. The prompt will relate to the leadership standards and topics discussed in class (or you may select your own topic for reflection).

3. Professional Résumé and Letter of Interest
   Due February 13, 2008
   Individual
   DRAFT due 2/6/08
   The primary purpose of your résumé is to get you an interview for a leadership position. A résumé is a brief, concise document that presents, and effectively describes, your most relevant and positive experience, skills, and credentials for a position. Your cover letter should complement, not duplicate your résumé. Its purpose is to interpret the data-oriented, factual résumé and add how you are the person for the position. A cover letter is often your best written contact with a potential employer, creating a critical first impression. Your final résumé is placed in your personal section of the portfolio.
   Select a leadership position in a district for which you would like to apply. Write your résumé and letter of interest for that district. Your résumé should be about two pages long; your letter should be one page and must be addressed the appropriate person at the correct address. This letter must meet all technical requirements for a formal, written communication.

4. Professional Development Plan (Instructional Glue or It’s Time for your 5,000 Mile Check-up)
   Due March 12, 2008
   Team
   We’ve all been to lousy staff development session—where there is little substance or no connection to teaching, learning, or school goals. Too often staff development is “one-shot”
activities, rather than an integrated and comprehensive plan for instructional improvement. And too often there’s little, if any, follow-up.

Yet we know the characteristics and quality of effective professional development: (1) involvement of administrators in the planning and delivery of the program, (2) different experiences for different teachers, (3) active engagement, (4) an emphasis on practice, feedback, sharing and coaching, (5) teacher choice, and (6) teacher initiated and self-directed learning opportunities (Lawrence, as cited in Glickman, et al., p. 372).

Your job, as a prospective school administrator is to develop a comprehensive, multi-year, needs-based professional development plan that focuses on student learning and achievement of high standards. You also need to complete the calendar to show a matrix of action so your professional development will “have enough time”. (See rubric in syllabi)

4. Class Presentation on Human Resources & Fiscal/Legal Leadership Topics and Procedures
   Team
   Due as Scheduled
   Class presentations will be scheduled. Topics may be selected from the following list or, with instructor’s approval, you may choose to research another topic of interest to you. Your presentation, with one or two colleagues, should be about 20 minutes including time for questions and topic discussion. Please prepare a written summary of your presentation for submission. Handouts of the presentation for the class are also appreciated.

6. Legally Fit Memo
   Due April 9, 2008
   Individual
   A written reprimand is a serious disciplinary action. A written reprimand is a letter from a responsible supervisor to an employee regarding unsatisfactory, unacceptable behavior or work performance that is described and the necessity for change is noted. A reprimand also warns of future disciplinary procedures that shall be taken in the absence of improved performance. A written reprimand is often in order when previous oral or written warnings have not had their hoped for effect. Certain circumstances may warrant issuing a written reprimand as the first disciplinary action taken against an employee. A written reprimand is placed in an employee's personnel file.

   Using the elements of a legal fit memo, write a letter of reprimand for an unsatisfactory, unacceptable behavior, or work performance that you have observed.

7. Resource Analysis Project and Paper
   April 16-23

8. Essential Questions
   Dates will be assigned

9. Exhibition
   May 7, 2008
   Preparation for Culminating Activity (in-class work on April 9, 2008)
   Prepare a 15-20 minute Executive Summary of your ARP to your faculty. An executive summary contains:
   1. Background,
   2. Statement of the problem,
   3. Statement of the purpose,
   4. Research questions,
   5. What the literature told you,
6. Key components of your methodology,
7. What you learned, and
8. Recommendations (Where do we go from here?).

Appointment made with your fieldwork professor to review portfolio (including your ARP) during April 2008.

Guidelines for Resource Analysis Project

Criteria (Each criterion is worth 10 points)

**Staffing:**
- Describes the relationship of staffing and fiscal resources as ascertained in employee contracts.
- Identifies various classifications of staff, and various property rights accorded to each classification.

**Drivers:**
- Describes the forces, agreements, and resources that influence staffing in a district.

**Analysis of fiscal impact:**
- Analyzes and discusses evidence of items in contracts that create fiscal impact.

**Review of contracts:**
- Meets the requirements of the assignments by analyzing two or more contracts from different districts.

**Budget analysis:**
- Clearly draws distinctions between budgeted income and expenditures in restricted as well as unrestricted categories.
- Identifies other resources available to the district/school.
- Alignment of budgets with mission, vision, and stated priorities of the district/school

Total Points: ____________________

Group assignments: Resource Analysis Report

**Objective:** Examine a district’s contract for equity

Working in teams, you will conduct an analysis of the resource allocations within a school district. You will select two districts as a basis of this comparison.

1. Conduct a comparison of the CBAs (certificated and classified contracts)
   Essential questions:
   a. What items have fiscal impact?
   b. What items determine, restrict, or affect staff allocations? (Policy involvement)
   c. What items contribute to or inhibit an instructional leader from enacting practices that support equity and social justice?

2. Analysis of the fiscal resources form an equity perspective
   a. Conduct a cursory examination of either a school or district budget. How do the expenditures align with the vision, mission, and goals of the organization?
   b. Conduct a critical analysis of the impact versus the expenditure.

3. Remedies
   - Based upon the readings and knowledge gained during the class discussions, what approaches would you recommend for changing the current conditions?
   - Using readings from your EdSource reader and Chapters 3 and 4 in “California School Law”, conduct an evaluation of the impact of school spending and school programs.

Your team will write a paper, 8 to 10 pages in length (double-line spaced and do not exceed 10 pages); you are to use 12 point, Times or New Times Roman font.

Each team will present a 20 minute presentation, using PPT, or other forms of multi-mediate, to share its findings and recommendations.

Each team will submit its paper and PPT. Due: April 16 and April 23, 2008
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date/2008</th>
<th>Key Concepts (Guide Only)</th>
<th>Notes</th>
<th>Assignments Due on or before</th>
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<tbody>
<tr>
<td>1/2</td>
<td>January 26</td>
<td>Professional Development &amp; Professional Learning Communities</td>
<td></td>
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</table>
| 3       | January 30 | • EdAd 203: Course overview and logistics  
• Recruitment, selection, and assignment of employees  
• Select presentation topic.  
• The Personnel Function: key to organizational effectiveness and solvency.  
• NCLB and Highly Qualified Teachers | Résumés and letters of interest  
Students meet to plan presentations |                             |
| 4       | February 6 | • Human Resources Processes: Recruitment, Selection, Retention  
• A winning résumé  
• Orientation and induction | Fieldwork time  
Guest Speaker on Ethics | Bring three copies of your personal résumé and letter of interest |
| 5       | February 13 | • Supervision and Performance Evaluation  
• Professional Development and Coaching  
• Supervision and Evaluation  
• Observation and write up | • Contract language and forms for supervision/evaluations  
• Teacher observation and write up  
• Class Research Presentations | Résumé and letter of interest due |
| 6       | February 27 | • Planning Professional Development  
• Begin the Professional Development Plan  
• Assistance and Support  
• Pre-writing for/review of Essential Questions | Class Research Presentations |                             |
| 7/8     | March 1    | Enid Lee |       |                             |
| 9       | March 5    | • Data base management  
• Communities of Practice  
• Discipline and Dismissal  
• RIF  
• Support Staff  
• Contract Management and Workers’ Compensation | Principal Panel  
Class Research Presentations |                             |
| 10      | March 12   | • Culminating activity for professional development  
• Current issues in school law and finance | Guest Speaker/Jason Borgen Class Research Presentations | Professional Development Plan  
District’s sexual harassment policy |
<p>| 11      | March      | • Technology use for budget | Class Research | Bring your 2008-09 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>April 2</td>
<td>EdAd 204: Course Overview</td>
<td>Fieldwork time; Class Research Presentations; DRAFT legally fit memo: due for review during class</td>
</tr>
<tr>
<td>April 9</td>
<td>The Concept of Due Process; Liability Issues in Schools; Documentation and FICA memo</td>
<td>Class Research Presentations; Legally fit memo due preparation for May 7, 2008</td>
</tr>
<tr>
<td>April 16</td>
<td>Progressive discipline and dismissal; Pre-writing for/review of Essential Questions; Looking at school and district budgets; Assign school budget and interviews</td>
<td>Class Research Presentations; Resource Analysis Presentations</td>
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<tr>
<td>April 23</td>
<td>Special education law; Collective Bargaining; Sexual harassment and discrimination issues</td>
<td>Resource Analysis Presentations; EdAd 204 Essential Questions: due School/Department or other budget analysis: due</td>
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<tr>
<td>May 7</td>
<td>Presentation of Action Research Project</td>
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Notes:
San José State University

College of Education – Department of Educational Leadership

“Excellence and Equity in Education”

Masters in Educational Administration and Supervision with Emphasis in Collaborative Leadership

Leader in the Community & Advocate for All Children

EdAd 205 - Section - Course Number 28146: Leader in the Community (3.0 units)
EdAd 206 - Section - Course Number 28162: Advocate for Children (3.0 units)

EdAd 206 - (3 units) Fall 2007 (Section  )

Department Website: http://www2sjsu.edu/edleadership

Department of Educational Leadership

“The vision of the Educational Leadership 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.”

Thus, the two Enduring Understandings for EdAd 205/206 for this semester are:

1. Schools are most effective in meeting the needs of students when school leaders skillfully mobilize institutional and community resources focused on improving learning for all students.
2. Students are most successful in school when school leaders act as advocates and involve the school’s parents and general community in the education of all children.

I. Catalog Description:

This is a core course leading to the Preliminary Administrative Services Credential and the Masters Degree in Educational Leadership. The focus of the course is the development of a knowledge base and skills that help establish stronger relationships and increased collaboration between schools and communities, especially in very diverse/pluralistic communities.

II. Course Purposes:

This course will prepare educational leaders to become knowledgeable of the theories, skills, and strategies to mobilize the necessary resources to advocate for all children. Additionally, this course will allow educational leaders to understand the cultural and socio-economic makeup of the parental and general communities to enhance their full involvement in schools.

III. Course Themes and California Standards

Role of Schooling in a Democratic Society

Communicate and implement the shared vision so the entire school community understands and acts on the mission of the school as a standards-based education system. (1 .2)

Communicate information about the school on a regular and predictable basis and through a variety of media. (4.6)

Protect the rights and confidentiality of students and staff. (5.10)
Generate support for the school by two-way communication with key decision-maker in the school community. (6.3)

Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement. (6.7)

**Building Equity in Diverse Communities**

Leverage and marshal sufficient resources to implement and obtain the vision for all students and all subgroups of students. (1.3)

Identify and address any barriers to accomplishing the vision. (1.4)

Use the influence of diversity to improve teaching and learning. (1.6)

Incorporate information about family and community expectations into school decision-making and activities. (4.1)

Promote equity, fairness and respect among all members of the school community. (2.5)

Recognize and respect the goals and aspirations of diverse family and community groups. (4.2)

Treat diverse community stakeholder groups with fairness and respect. (4.3)

Strengthen the school through the establishment of community, business, institutional and civic partnerships. (4.5)

**IV. Essential Questions:**

1. How does city/county/state context (social, political, economic, cultural) affect my classroom practices and the school as a whole?
2. How do I approach my students’ parents as individuals and as community?
3. How do I best differentiate instruction to maximize learning for all students?
4. What advocacy skills do I already possess? Who benefits from them?
5. What leadership skills do I now possess and what skills do I need to develop in order to connect the community to the school and maximize students’ learning?
6. How do all the initiatives, agencies, and programs at work in my school help to move forward a vision of high expectations and support for all students?

**V. Course Requirements**

Outside reading and writing will be required to the degree necessary to assure the key dimensions of leadership in the community and advocacy for all children are understood. Thoughtful and consistent class participation is essential to success in this seminar. Through professional interaction, ideas are made clearer, theories become practice, and leadership communities of practice develop. Be prepared to share your findings in completing your work.

You are expected to attend every class. If you are unable to attend a class, it is your responsibility to notify the instructor so that an alternative assignment can be arranged. Written reflections will be completed as a way to process each week's learning at a deeper level of meaning. Written assignments are to be word processed and printed. Assignments requiring research documentation may include the use of on-line sources and will use the APA-Fifth Edition standards for documentation. Group presentations will be utilized to present research findings. Each student will construct at least one power point presentation and one data base presentation as a part of a group assignment.
A written reflection may be due at each class. At the close of each class, the topic of the next week’s reflection will be presented. These writing assignments are due at or before the next scheduled class. Written assignments completed outside of class should be submitted electronically. We may be using the on-line functions of WebCT throughout the course. We will review this in class.

VI. Grading:
The grade you earn in this seminar will be determined by the quality of your work. All assignments are to be completed at an acceptable level for professional work. Students who participate and contribute to the class and complete assignments at an acceptable level will earn a grade of “A.” Late or missing work may result in a lower grade.

Effective written communication is an indispensable skill for school leaders. I will read and reflect on each assignment you prepare. I reserve the right to return any assignment not meeting the standards for work in this course for further revision and/or polishing. Some written assignments will be completed in class.

The Educational Leadership Department holds high expectations of each of you. We believe that schools will improve if the leaders of those schools are prepared with the skills and motivation needed to inspire outstanding performance. We are committed to preparing you well. Your grade in this course is an important indicator of how well you are preparing for excellence in leadership.

VII. Attendance and Participation in the Sessions:
The expectation for all graduate seminars is that educational leaders will attend and participate in all scheduled class meetings: lectures, demonstrations, discussions, presentations, large and small group activities, and reading and writing assignments. All have been carefully planned. If a professional conflict or an emergency intervenes, professional courtesy requires that the graduate student notify the instructor of the course in advance. If the unavoidable professional conflict warrants it, the student may request a substitute learning assignment from the instructor, and the work may be made up by the next class meeting or the deadline set by the instructor. If no advance notice is given (cutting a class), then the work cannot be made up and a lower letter grade should be expected. There are no unexcused or excused absences in graduate classes in Educational Leadership.

Remember, an educational leader reads and communicates with passion about educational issues at every opportunity and creates these opportunities on a daily basis. As professional educational leaders, we expect this from you at each class meeting!

VIII. University Policies and Support:

Academic Integrity Policy
The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university’s Academic Integrity Policy. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university’s degrees are compromised.
The academic integrity policy for SJSU is available on the SJSU web site at http://sa.sjsu.edu/judicial_affairs/index.html You, the student, are responsible for following the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Plagiarism

Plagiarism Policy: The San Jose State University policy regarding plagiarism and academic honesty can be found in the University Schedule of Classes and the University Catalog.

Plagiarism is defined as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work, knowingly or unknowingly.
2. Representing another’s scholarly or artistic works as one’s own.

Plagiarism is not acceptable. The instructor will discuss any instances of suspected plagiarism with the student involved and apply appropriate sanctions. Evidence of plagiarism may result in course failure as well as expulsion from the program and San Jose State University.

Accommodation of Students of Differing Learning Abilities

The Educational Leadership Department will accommodate students with differing learning abilities and/or handicaps through the resources of the San Jose State University Disabilities Resource Center (DRC) at 408-924-6000, http://www.drc.sjsu.edu

Campus policy in compliance with the Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office house. Presidential Directive 97-03 request that students with disabilities register with DRC to establish a record of their disability.

The Learning Assistance Resource Center (LARC):
The LARC is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The tutor-training program is certified by the College Reading and Learning Association (CRLA). Contact the LARC at 408.924.2587 or http://www.sjsu.edu/larc/

IX. Required Reading: Textbooks


Required Reading: Electronic Format


X. Recommended Reading


Teaching all students. Educational Leadership. 61, 2.


In addition to the required reading:

You may wish to use educational journals as important sources of cutting-edge information. Many of these journals can be found on-line or through the SJSU library resources. Among the best are listed below:

ASCD (Educational Leadership)

1703 North Beauregard St.
EDAD 205: Leader in the Community  
EDAD 206: Advocate for All Children

Alexandria, VA 22311
www.ascd.org (sign up for the daily SmartBriefs and on line full text articles)
www.ascd.org/ubd (for information on Understanding by Design)

Education Week
www.edweek.org (free news on-line)

Kappan
Phi Delta Kappan International
P.O. Box 789
Bloomington, IN 47402-9961
www.pdkintl.org/kappan.htm

Important websites:
- Office of Civil Rights, U. S. Department of Education
  Website: http://www.ed.gov/offices/OCR/
- Office of Special Education Programs (OSEP), U. S. Department of Education
  Website: http://www.ed.gov/offices/OSERS/OSEP/index.html
  Website: http://www.ideapractices.org/index.htm
- Americans with Disabilities Act Page. U. S. Department of Justice
  Website: http://usdoj.gov/crt/ada/adahom1.htm
- National Council on Disability - In-depth reports about disabilities issues.
  Website: www.ncd.gov
- U. S. Department of Education, State Monitoring Reports.
  Find out how your state did when monitored by the U. S. Department of Education.
  Website: http://www.ed.gov/offices/OSERS/OSEP/monrepts/index.html

Other links:
Association Of California School Administrators http://www.acsa.org
International Principals Network http://www.gse.harvard.edu/principals
California State Department Of Education http://www.cde.ca.gov
EdSource Online http://www.edsource.org
Phi Delta Kappa http://www.pdkintl.org/kappan.htm
Educational Data Partnership www.ed-data.k12.ca.us
Coalition of Essential Schools www.essentialschools.org

Library Information:
Your library liaison is Bernice Redfern, Reference/Instruction Librarian – Dr. Martin Luther King, Jr. Library - SJSU. Ms. Redfern can assist you in your research and can give you useful information on the Martin Luther King Library website.
  Email: Bernice.Redfern@sjsu.edu
  Voice: 408 808-2038
  Website: http://www.sjlibrary.org

XI. REQUIRED ASSIGNMENTS (DRAFT ONLY)
1. Reflective writing as assigned

2. Transitions – Team Assignment September 26, 2007
As a school team, think of two teachers at your school, not in this program, who are respected leaders and whom you would like to engage more actively in the work on which your action research project is based. Develop an individual plan, based on Bridges, Chapter 3, for how you will approach and engage each of these people over the next two weeks. In two weeks you will submit a team write up, two - three pages (based on single-line space), on what you did and how it worked.

Identify Each Teacher by Name:
1. Exactly what is the behavior you would like to see from this person?
2. What does this person have to lose by doing this?
3. What are the secondary changes that may happen for this person if she/he becomes more engaged in this project?
4. What is the problem you want this person to recognize and how will you “sell the problem” to this person?
5. How ill you help the person see the problem in an authentic way?
6. Who, how, and when will this person be approached?

3. Ethnography - Individual Assignment September 26, 2007
Interview three students. It is important that these students be different from each other. They can be the same students you interviewed for EdAd 202. Is your school a resilient learning community for each of these students? Specifically, what do people at your school do to help each of these students feel cared for, know that expectations are high and support is strong, and know that their participation in the life of the school and classroom is valued? What does each of these students need in order to experience a more resilient learning community at your school and at home? Include in your answer quotes obtained by interviewing each of the students and your own comments as you watch these students interact at school. For each of the three students complete the 41 Asset Checklist from Project Cornerstone. Come prepared to share your results orally in class.

4. Personal Experience – Team Assignment (Presentation in Class) November 28, 2007
You will be assigned a section of east San José to explore that is outside your teaching location. Either together or separately, spend at least two hours walking in your assigned area.

Aborn and Capitol
Berryessa and Capitol
Japan Town (4th and 5th Streets)
Alum Rock and White Road
Eastridge Area
King and Story
Lunardi’s Shopping Area
Area around Five Wounds Church
Jackson and Alum Rock
Other: Check with your professor

Where did you go and how was this place different from where you were raised or live in? What was your initial impression? Did your impression change as you spent more time in the area? What did you see, hear, and smell that was different from where you were raised or where you currently live? What shops (including restaurants) are available to people? Who frequents them? Who was working in them? What services were available (or visible by their absence)? Who was out and about? What type of school(s) was/were available? Who attends them? What languages did you hear? How many people did you speak to? Why were they in this area? Other comments

5. Coherence in School Focus – Team Assignment December 5, 2007
Use the table below to gather data around the relationship between community involvement and the school’s focus. The following set of questions needs to be asked around community connections:
a. What institutions, organizations, or programs representing or working with the parental and general communities are currently present at the school?

b. What kind of activities have these organizations or programs currently set in motion at the school?

c. What department, individuals, or programs are involved?

d. Who is responsible for what?

e. In what ways are these activities integrated, added, or extracurricular to the regular schedule?

f. How are these activities funded?

g. In what ways are these initiatives connected to the school’s focus?

Now that you have these data, consider the following for the first part of an action plan:

1. Identify main coherence issue

2. How will this main coherence issue improve teaching and learning?

3. What initiatives must stay at the site?

4. Which ones ought to go?

5. How will you use this chart at your site?

6. What criteria would you use if funding required reduction in services?

<table>
<thead>
<tr>
<th>Institutions, Organizations Programs</th>
<th>Specific activities</th>
<th>Individuals, departments, and programs involved</th>
<th>Number of students served</th>
<th>Sources of funding and the amount</th>
<th>Relationship of interventions to the school’s focused effort</th>
</tr>
</thead>
</table>

Bring this table to class on chart paper. Come prepared to present your findings, a-g, and to discuss and brainstorm your initial thoughts on a-f.

   **November 12, 2007**  
   Write a letter advocating for proposed legislation or other issue you want to influence

7. **Communication Plan: Part B (Team)**  
   **November 12, 2007**  
   - By planning backwards, from the event, design a positive public relations plan for your  
     (Team: completed in class)  
   - Communications through the eyes of a visitor to your campus  
     (Team: completed outside of class)

**Managing Transitions (Fall 2007)**  
by Dr. Marty Krovetz, Professor of Educational Leadership

Reading, MA.

How has your life changed as a result of the state accountability programs? Standards, API, AYP, CAHSEE.....

- How has your work/relationships changed with teachers?
- How has your work/relationships changed with students?
- How has your work/relationships changed with parents?
- How has your work/relationships changed with staff?
- How has your work/relationships changed with D.O.?
- How has your work/relationships changed with your site administrator?

**Enduring Understandings**

Purposeful, proactive planning will lead to increased engagement of peers in the important leadership work you undertake. Changing a school culture in order to maximize learning for all students requires leaders skilled in building relationships.

**Important to know and do**

The only person you can change is yourself, but you can create the circumstances to support others in their transition process.

**Worth being familiar with**

1. How to help people let go, all the information in Chapter 3. You do not need to memorize this. The book is always available as a reference.
2. You cannot change anyone other than yourself. However, you can help to create the conditions for others to change/transition.
3. Transition differs from change.
   1. It goes on inside a person, not outside.
   2. It takes much longer.
   3. It starts with an ending.
   4. It finishes with a new beginning.
   5. Between is the neutral zone.

Whole organizations go through transition too.

1. Figure out exactly how individuals' behavior and attitudes will have to change.
2. Analyze who stands to lose something under the new system.
3. "Sell" the problem that is the reason for the change.
4. Let them see the problem first hand.
5. Talk to individuals.
6. Talk about transition and what it does to people.
7. 

---

**Leading and managing change requires:**

**Difficult conversations**

- Courage
- A passion for intellectual discourse
- Creating and utilizing windows of opportunity

**Knowing every staff member and their work well**

Creating the conditions for each of them, with the purposeful support of others (not only the paid leader), to transition.

**Understanding**

- It is irrational behavior for staff to follow the new leader

---

Faced with the choice between changing one's mind and proving that there is no need to do so, almost everybody gets busy on the proof. - John Kenneth Galbraith

We have come out of the time when obedience, the acceptance of discipline, intelligent courage, and resolution were most important, into that more difficult time when it is a person's duty to understand the world rather than simply fight for it. - Ernest Hemingway
I know that most men, including those at ease with problems of the greatest complexity, can seldom accept even the simplest and most obvious truth if it be such as would obliged them to admit the falsity of conclusions which they have delighted in explaining to colleagues, which they have proudly taught to others, and which they have woven, thread by thread, into the fabric of their lives.

- Leo Tolstoy

He that lacks time to mourn lacks time to mend. - Shakespear

It is not much that we're afraid of change or so in love with the old ways, but it's that place in between that we fear.... It's like being between trapezes. It's Linus when his blanket is in the dryer. There's nothing to hold on to. - Marilyn Ferguson, American Futurist

There is no squabbling so violent as that between people who accepted an idea yesterday and those who will accept the same idea tomorrow. - Christopher Morley, Writer

If you cry forward, you must make clear the direction in which to go. Don't you see that if you fail to do that and simply call out the word to a monk and a revolutionary, they will go in precisely the opposite directions? - Anton Chekhov

The first task of change management is to understand the destination and how to get there. The first task of transition management is to convince people to leave home.

How to Get Them to Let Go

Identify who’s losing what

- What do you hope is actually going to change - specific individual and group behaviors and attitudes as well as “school practices”?
- What are the secondary changes that your change will probably cause?
- What further changes will be caused by these secondary changes?
- Who is going to have to let go of something?
  Plan specifically for each individual
  See attached "six loses"

Accept the reality and importance of the subjective losses

- Don't argue!
- Compliance isn't enough. You need commitment. Commitment won't come unless you understand them and decisions based on that understanding
- Sell the problem, not the solution
- Let them see the problem first hand

Don't be surprised at “Overreaction”

- Reaction is to the transition, not to the change itself
- The reaction is often to old loses

Acknowledge the losses openly and sympathetically

- Display of emotion
- MBWA

Expect and accept the signs of grieving (Don't take them personally!)

- Denial
- Anger
- Bargaining
- Anxiety
- Sadness
- Disorientation
- Depression
- Hope

Compensate for the losses
- Trying to talk them out of their losses will get you nowhere
- What can I give back to balance?

Give people information, and do it again and again
- Talk with individuals over and over and over!!
- Sell the problem, not the solution
- Hold regular team meetings!!

Define what’s over and what isn’t
- People won’t dare to stop doing anything
- People will make their own decisions
- People will toss out everything

Mark the endings - burn the ships

Treat the past with respect
Let people take a piece of the old way with them
Show how endings ensure continuity of what really matters
- Good old days is selective memory
- Importance of norms and culture

Six Losses
1. Loss of attachments
2. Loss of turf
3. Loss of Structure
4. Loss of a future
5. Loss of meaning
6. Loss of control

Optimism is an essential ingredient for innovation. How else can the individual welcome change over security, adventure over staying in the safe places. - Dr. Robert Noyce

Managing Transitions

Leadership standards
1. Model the states of the change process and demonstrate leadership managing a change process
2. Articulate a clear vision for equitable schooling and build consensus with peers around this vision
3. Acknowledge the difference between change and transition and develop and implement a plan to help others transition
4. Understand the unique history and culture within your own school and/or district and the implication for current change efforts
5. Recognize conflict as a learning opportunity and support others through conflict/resistance

Your task:
As a school team, think of two teachers at your school, not in this program, who are respected leaders and whom you would like to engage more actively in the work on which your action research
project is based. Develop an individual plan, based on Bridges, Chapter 3, for how you will approach and engage each of these people over the next two weeks. In two weeks you will submit a team write up, three pages, on what you did and how it worked.

Teacher Name:

a. Exactly what is the behavior you would like to see from this person?
b. What does this person have to lose by doing this?
c. What are the secondary changes that may happen for this person if she/he becomes more engaged in this project?
d. What is the problem you want this person to recognize and how will you “sell the problem” to this person?
e. How will you help the person see the problem in an authentic way?
f. Who, how, and when will this person be approached?

SJSU Educational Leadership: EdAd 205-206 – Fall 2007 DRAFT

<table>
<thead>
<tr>
<th>Class</th>
<th>Homework/Other</th>
<th>Description of class content</th>
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<tbody>
<tr>
<td>Class 1</td>
<td></td>
<td>How can we bring the resources of families and the community together to meet the diverse needs of our students?</td>
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<td>How can we have constructive, two-way conversations with the community about how to improve student learning and achievement?</td>
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<td>• Process Coherence in School Focus exercise</td>
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<td>• What gets in the way of a school actively engaging its parent community and the community at large?</td>
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<td>• How to understand the underlying tensions among community members.</td>
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<td>• Parents and school reform</td>
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<td>• Role of the district in fostering parent and community support</td>
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<td>Class 2</td>
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<td>How to Engage the Community/Grassroots/Media</td>
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<td>• Media</td>
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<td>• Schools role as communicator</td>
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<td></td>
<td></td>
<td>• What does this have to do with schooling?</td>
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<td></td>
<td></td>
<td>How to Engage Your Colleagues</td>
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<td>Class 3</td>
<td>*Homework</td>
<td>Community Partnerships/Business</td>
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<td></td>
<td>Ethnography</td>
<td>• What do meaningful partnerships look like?</td>
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<td>individually,</td>
<td>• How does this improve schooling for students?</td>
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<td>to Share orally,</td>
<td>• What is the role of students engaging in service learning?</td>
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<td>*Cultural</td>
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<td>Literacy:</td>
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<td>Lindsey, R.,</td>
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<td>Robins, R., &amp;</td>
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<td>Terrell, R.</td>
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<td>Class 4</td>
<td>Guest Speaker</td>
<td>The politics of schooling: grant writing</td>
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<td></td>
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<td>• Read Darling-Hammond Chapter 8</td>
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<td>• How do we put this all together in order to maximize student learning?</td>
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<td></td>
<td>• The Enduring Understandings for this course</td>
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<td></td>
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<td>• Revisit your case study and apply more of the lessons from Henze, et.al. etc.</td>
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<td>Class 5</td>
<td>Communication Plan</td>
<td>Who is our internal audience?</td>
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<td>• Who is our external audience?</td>
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<td>• What message points are we communicating consistently?</td>
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<td>• What symbolic messages are provided to our students, parents, community?</td>
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<td>Class 6</td>
<td>Personal experi-</td>
<td>Fostering a resilient educational community</td>
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<td>• Prompt: Should our schools be laboratories for a more just society?</td>
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<td>Class</td>
<td>Topic</td>
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<td>Class 7</td>
<td>The Asset Approach: Giving students what they need to succeed</td>
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<td>- Ethnographies protocol</td>
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<td>- Advocacy</td>
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<td></td>
<td>- Rubric for Bold, Socially Responsible Leaders (from CSU Hayward)</td>
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<td></td>
<td>* Are you the courageous leader described by Henze, et.al? on Page 17?</td>
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<td>Class 8</td>
<td>Understanding our Changing Communities</td>
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<td>- Discussion of your “personal experience” paper</td>
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<td>What does it mean to be culturally proficient?</td>
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<td>Class 9</td>
<td>What does it mean to be culturally proficient?</td>
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<td></td>
<td>- How do you as a leader become more culturally proficient and influence your peers to be more culturally proficient?</td>
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<td>- How do you “lead for diversity”?</td>
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<td></td>
<td>- Who were you in Fall 2002, who are you now, and who do you want to be?</td>
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<td></td>
<td>- Discuss your personal experiences.</td>
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<td>- Case studies in Leading for Diversity</td>
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<td>- Writing a case study for your school</td>
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<td>* Bring Background from your ARP</td>
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<td>Class 10</td>
<td>Legislative Action Letter</td>
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<td>- Panel of students</td>
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<td>- Being a child advocate</td>
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<td>Class 11</td>
<td>* ELL</td>
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<td></td>
<td>* Multicultural education - What it is and what it is not!</td>
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<td></td>
<td>* Banks, et.al. article</td>
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<td>* Henze, et.al. Chapter 5</td>
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<td>Class 12</td>
<td>Personal experience assignment</td>
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<td></td>
<td>- Highly motivated and GATE students</td>
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<td>- Differentiating instruction in heterogeneous classrooms</td>
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<td>- Being a child advocate</td>
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<td>- Putting it all together</td>
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<td>Class 13</td>
<td>Who are our students’ parents</td>
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<td>- Panel of parents</td>
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<td>- What do parents bring to the conversation?</td>
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<td></td>
<td>- What do we need to know about our parents?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How can a school better engage parents in the schooling of their children and in fostering the resiliency of their children?</td>
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<tr>
<td></td>
<td>- Assess your school’s success in engaging parents and the impact of this effort on student learning.</td>
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<tr>
<td>Class 14</td>
<td></td>
<td></td>
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<tr>
<td>Class 15</td>
<td>Guest Speaker</td>
<td></td>
</tr>
<tr>
<td>Class 16</td>
<td></td>
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</tr>
</tbody>
</table>

San José State University  
EdAd 205-206  
Fall 2007
Scoring Guide for Coherence in School Focus

- Table is Complete (50 points)
  - Institution, organization, and/or programs representing or working with the parental and general communities at the school are identified
  - Activities these organizations or programs have at the school are described
  - School departments, individuals, and/or programs involved are identified
  - The people responsible are identified.
  - How these activities are integrated, added, or extracurricular to the regular schedule is explained
  - Funding for these activities is identified
  - The connection between/among the initiatives and the school's focus is explained

- The coherence issue is clearly explained (10 points)

- The explanation addresses how the coherence issue will improve teaching and learning (10 Points)

- Reasons for keeping initiatives at the site are given and explained (10 points)

- Reasons for eliminating/changing initiatives are given and explained (10 points)

- Charts and/or technology enhance the understanding of the Coherence Plan (10 points)

- Coherence Plan is complete; total score _____________ points

- Coherence Plan needs to be revised on/before _________________ 2007.

- Other comments:

  Finalized: Fall 2006

---

East San José Cohort #3 – MA in Education Administration and Supervision with an emphasis on Collaborative Leadership

EDAD 205-206: Leader in the Community & Advocate for All Children
Course Requirements and Grading Fall 2007

Name:____________________ Due Date: November 28, 2007

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Student Grade &amp; Comments</th>
</tr>
</thead>
</table>

Page 14 of 18

EDAD 205: Leader in the Community
EDAD 206: Advocate for All Children
### Course Requirements and Grading Fall 2007

<table>
<thead>
<tr>
<th>Requirements</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
</table>
| 1. Active Participation:  
  • Individual, team & random group participation at each class | Weekly active participation | Periodic participation | Sporadic participation |
| 2. Regular Attendance: If the student is not able to attend a class, immediately contact instructor for alternative assignment & have team members collect information |
| 3. Reflective Writings  
  • Evidence of reading  
  • Prepared to discuss in class |
| 4. Required Reading:  
  • Prepared to discuss in class  
  • Evidence in written work |
| 5. Involving Colleagues Using the Work by Bridges |
| 6. Student Interviews |
| 7. Coherence Plan  
  Scoring Guide |
| 8. Communication |
| 9. Personal Experience |

**Final Grade**

**Student Summary Grade:**
2. Regular Attendance and Promptness: If the student is not able to attend a class or must be late, contact instructor for alternative assignment and have team members pickup information. If the student must be late, inform the professor.

<table>
<thead>
<tr>
<th>0 Absence</th>
<th>1 Absence</th>
<th>2 or More Absences</th>
</tr>
</thead>
</table>

3. Reflective Writings
- Evidence of reading
- Prepared to discuss in class

| Reflective with evidence from readings & class | Needs more reflection & evidence from readings & class | Vague reflection & needs evidence from readings & class |

4. Required Reading:
- Prepared to discuss in class
- Evidence in written work

| Evidence of completed reading by discussion & writing | Some evidence of completed reading by discussion & writing | Little evidence of completed reading by discussion & writing |

5. Involving Colleagues Using the Work by Bridges

6. Student Interviews

7. Coherence Plan

| Depth of evidence explained in class activity & presentation; all components of the scoring guide are present (95-100 points) | Needs more evidence in class activity & presentation; all components of the scoring guide are present (90-94 points) | Revision required: Little evidence in class activity & exhibition; components of the scoring guide are missing (89 or less) |

8. Communication

| All elements of the plan are clear: Plan: Identifies internal audience and your external audience. Walk-through is complete. Persuasive letter to an elected official: all components of the scoring guide are present | Components are missing and/or scoring guide criteria are not met |

9. Personal Experience

**FINAL GRADE**

---

San José State University  
EdAd 205-206 – Fall 2007

**Scoring Guide for essay that advocates for pending legislation:**

- The appropriate audience is addressed.
____ Pending legislation is clearly identified (if appropriate)
____Introduction is interesting.
____Thesis is correct.
____Opposing paragraphs sound reasonable.
____The three reason paragraphs each start with a topic sentence.
____Transitions connect all paragraphs.
____Reason paragraphs have proper structure. (topic sentence, explanatory sentences, specific,
colorful examples, closing sentence)
____Essay ends with a call to action.
____A variety of sentence patterns is used.
____Details are specific and interesting.
The most important thing to work on to improve this essay is

_____________________

__________________________________________

12.06

Page 17 of 18

EDAD 205: Leader in the Community
EDAD 206: Advocate for All Children


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)

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Orientation</td>
</tr>
<tr>
<td>September</td>
<td>Support Group Meeting (set by each Advisor at Orientation)</td>
</tr>
<tr>
<td>October</td>
<td>Support Group Meeting</td>
</tr>
<tr>
<td>November</td>
<td>Support Group Meeting</td>
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<tr>
<td></td>
<td>Portfolio due Nov. 15 if graduating in December</td>
</tr>
<tr>
<td>January</td>
<td>Orientation for new 242 A and B students and Interns</td>
</tr>
<tr>
<td>February</td>
<td>Support Group Meeting</td>
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<tr>
<td></td>
<td>Approval of Master’s Action Research Project for May 1 deadline</td>
</tr>
<tr>
<td>March</td>
<td>Support Group Meeting</td>
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<tr>
<td>April</td>
<td>Support Group Meeting</td>
</tr>
<tr>
<td></td>
<td>Portfolio due April 15 for May graduation</td>
</tr>
<tr>
<td>May</td>
<td>Master’s Action Research Project due May 1</td>
</tr>
<tr>
<td>May</td>
<td>Graduation</td>
</tr>
</tbody>
</table>
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 contain 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.

 Celestine Villa, Ed. D., Coordinator for Tier 1 and the Intern Program
 408-924-3660 at SJSU Celvilla@aol.com

 Barbara Gottesman, Ed. D., Chair
 Department of Administration and Higher Education
 408-924-3622 at SJSU bgottesm@email.sjsu.edu
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 ___
Masters of Arts: Higher Education Program  
Fieldwork: EdAd 242  
2007-2008  
Syllabus

Department of Educational Leadership

“The vision of the Educational Leadership 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.”

Thus the enduring understandings for this course are:
1. Expert coaching benefits the growth of higher education leaders.  
2. A Cycle of Inquiry/Action Research Project, done well, can improve practice.  
3. Individual and team reflection has a direct impact on growth as a collaborative leader.

What you can expect from your SJSU Fieldwork Supervisor:
1. An hour or more of coaching approximately once or twice a month (dates and times to be determined by advisor) 
2. Reasonable availability for additional coaching as requested 
3. Confidentiality 
4. Help developing leadership skills 
5. He/she will serve as a resource in his/her areas of expertise 
6. He/she will help you connect with other people or resources to aid in your development 
7. Timely response to emails 
8. Help in organizing the work load so that all Program expectations are met

What we expect of you:
1. Attendance at all fieldwork sessions 
2. Honesty and forthrightness about fieldwork issues 
3. Active listening to peers and the coach 
4. Submission of all required work on time

Purpose: Fieldwork is intentionally designed to provide the Candidate with an introduction to the practices of working in higher education.

- Fieldwork provides an opportunity to explore leadership responsibilities by working collaboratively with a fieldwork supervisor who is experienced in higher education. 
- Through fieldwork, Candidates will apply the theories learned in their courses to the everyday operations of the organization they work in. 
- Candidates should view fieldwork as an opportunity to “learn by doing”.

Hyland 1
Rationale: Individuals who work in today’s institutions of higher education need to be an effective instructional leader as well as a competent manager. The fieldwork experience will promote the acquisition of both leadership and management skills.

Specific Assignments: You will develop a personal goal statement. Over a period of two semesters you will choose activities that will address your goal and fit into the categories listed below. You will have a minimum of four activities each semester with Building Equity in Diverse Communities and Self required each semester.

- Leadership Concepts and Management Strategies
- Role of Schooling in a Democratic Society
- Building Equity in Diverse Communities
- Facilitating Collaborative Change
- Inquiry, Research, Learning, and Reflective Practice
- Self

You and your Fieldwork Supervisor will meet to agree on the activities and discuss the methods of evaluation that will be employed.
Name _______________________________________________________________________

First                      Last

Address _______________________________________ City _______________ ZIP_________

Employer ___________________________ Position _______________________

Cell Phone ___________________________ Work Phone _____________________________

Area Code                       Area Code

Other Phone ___________________________

Email Address(es) that you want your professors to use:

______________________________________________________________________________

______________________________________________________________________________

** Higher Education Experience **

<table>
<thead>
<tr>
<th>Years</th>
<th>Employer</th>
<th>Position held</th>
<th>Duties (brief description)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

** Leadership Experience : **

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

** Do you have an M.A. or M.Ed.? Circle one.........Yes.........No **

<table>
<thead>
<tr>
<th>Education</th>
<th>List Institution</th>
<th>Identify City/State</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA or BS</td>
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<tr>
<td>Credential</td>
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<tr>
<td>Other Credential</td>
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<tr>
<td>Post Graduate Program(s)</td>
<td></td>
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</tbody>
</table>

Hyland
## Ed Ad 242: Higher Education Fieldwork/Goals & Objectives

<table>
<thead>
<tr>
<th>Objective to achieve stated goal</th>
<th>Timeline</th>
<th>Method of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Concepts and Management Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of Schooling in a Democratic Society</td>
<td></td>
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<tr>
<td>Building Equity in Diverse Communities</td>
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<tr>
<td>Facilitating Collaborative Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry, Research, Learning, and Reflective Practice</td>
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<td></td>
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<tr>
<td>Self</td>
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</tbody>
</table>

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Hyland
San Jose State University - College of Education
Educational Leadership
“Excellence and Equity in Education”
Ed Ad 242: Higher Education Fieldwork Progress

Date of meeting: ___________________________

Which Activity does this discussion pertain to? __________________________________________

Which of the 5 areas did you intend this Activity address?

  ______ Leadership Concepts and Management Strategies
  ______ Role of Schooling in a Democratic Society
  ______ Building Equity in Diverse Communities
  ______ Facilitating Collaborative Change
  ______ Inquiry, Research, Learning, and Reflective Practice
  ______ Self

What is working with this Activity?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What are you finding difficult? ______________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What adjustments have you had to make? _______________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Hyland
What are the next steps? ____________________________________________________________

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Is the previously identified method of assessment still applicable? __________________________
If not, what will the new assessment method be? _________________________________________

________________________________________________________________________________

Will you be able to meet your timeline goal? ____________________________________________
If not, what is your adjusted timeline? ________________________________________________

________________________________________________________________________________

What help would you like from your Fieldwork supervisor? ________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Other comments/pertinent information. ________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Fieldwork supervisor name: __________________________
Fieldwork Supervisor signature _______________________________________________________
Candidate signature ________________________________________________________________

Hyland
Seminar in Administration in Educational Settings  
EdAd 253 (3 units)

CATALOG DESCRIPTION

EDAD 253
Analysis of practical problems in educational administration. Application of planning, evaluation and research methodologies to problems in education.

PREREQUISITES
The prerequisite is Ed Ad 202. Since this is the required capstone course for the M. A. degree in Educational Administration, it should be taken the third or fourth semester in the second year. No M. A. degree will be awarded by the SJSU Graduate Studies Division unless this course appears on the student’s transcript.

COURSE PURPOSES

This course focuses on the thirteen elements of the Master’s thesis for Educational Administration which is an Action Research project to solve a school problem. Students will write, review and critique the first six elements of the Action Research Master’s thesis: background to the problem, statement of the problem, purpose of the intervention/study, research questions, review of the literature, and methodology. During this course, students will complete the data collection, analyze the data, and describe the results. Instruction by the professor in data collection charts and the writing of the sections entitled research findings, conclusions, recommendations, evaluation of the process for student and workplace, references, appendices, and abstract will constitute the bulk of the course. Instruction will delineate the format, writing, and procedures. Students will write each assigned section, bring it to class, and will share each section for peer and instructor critique.

Expectations for this course include drafts and final copies for each of the 13 sections and completion of the Master’s thesis. The final product will be in correct APA format with no errors in narrative, format, charts, abstract or research findings.
The course will also review the components of the exhibition portfolio that each student presents to the work site supervisor, the SJSU advisor and others.

All work for the course will be completed by April 15 in spring semester and November 15 in fall semester.

The course will also take a look at future plans for individual professional development in administration and leadership.

**OUR EDUCATIONAL LEADERSHIP THEMES:**

- Administrative Concepts and Management Strategies
- Role of Schooling in A Democratic Society
- Building Equity in Diverse Communities
- Managing and Leading Change
- Research and Reflection on Practice

**COURSE OBJECTIVES**

Students enrolled in this course will receive instruction in writing, editing, and completing the Master's thesis in proper APA format. They will receive individual and group coaching in order to successfully complete the M. A. thesis and the exhibition of competency portfolio for the M. A. and credential in a timely fashion.

Ed Ad 253 is concern entirely with the fifth theme in Educational Leadership.

**RESEARCH AND REFLECTION ON PRACTICE**

**Students will learn to:**

- Reflect on personal leadership practices and recognize their impact and influence on the performance of others. (CPSEL 5.4)*
  - Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students. (CPSEL, 2.2).
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. (CPSEL, 5.3).
- Practice critical analysis by reading research and reflecting on its implications.

- California Professional Standards for Educational Leaders

The Essential Questions are the final exam for the course. This should be in essay form and handed in at the penultimate (next to last) class session. The essay will be an exhibit in the exit portfolio for this course.
* The complete *California Standards for School Leaders* is published in the *Educational Leadership Student Handbook* and on the website www.sweeneyhall.edu/edad

**COURSE REQUIREMENTS**

**GRADES**
You determine the grade you earn in this seminar. The assumption is because you are professionals your grade will be an A. You determine if the grade is lower. All assignments are required as well as regular attendance. If you are critically engaged-identifying new questions, demonstrating curiosity, assuming diverse perspectives and challenging assumptions as well as participating through personal engagement, praxis, personal reflections and completing assignments at a timely, thoughtful, reflective and professional level, you will earn a grade of A or credit for a credit/no credit course.

**ATTENDANCE AND PARTICIPATION IN THE SEMINARS.**
The expectation for all graduate seminars is that educational leaders will attend and participate in all of the presentations, large and small group activities, and reading and writing assignments. If a professional conflict or an emergency intervenes, professional courtesy requires that the graduate student notify the instructor of the course in advance. If conflict warrants it, the student may request a substitute learning assignment from the instructor and the work may be made up by the date set by the instructor. If no advance notice is given (cutting a class), then the work cannot be made up and a lower letter grade should be expected.

**ESSENTIAL QUESTIONS**

What are the key dimensions of human resources for leading schools?  
How can I, as an educational leader, promote student achievement through the key dimensions of human resources?  
What are my professional career interests, goals, and qualifications in educational leadership and how do I intend to continue to grow as a professional leader throughout my career?

**REQUIRED READING**
Washington, DC: APA.


**WEB SITES: Professional Organizations**

**Association for Supervision and Curriculum Development**
www.ascd.org

**National Association of Secondary School Principals**
www.nassp.org

**American Association of School Administrators**
www.aasa.org

**Association of California School Administrators**
www.acsa.org

**California School Leadership Academy**
www.csla.org

**International Principals Network**
www.gse.harvard.edu/principals

**Phi Delta Kappa**
www.pdkintl.org/kappan.htm

**Education Week**
www.edweek.org

**National Staff Development Council**
Web page: www.nsdc.org

**EdSource Online**
www.edsource.org

**California State Department of Education**
www.cde.ca.gov.edu

Required Web Sites:
COURSE SESSIONS:    Spring 2002

<table>
<thead>
<tr>
<th>Course Event</th>
<th>Lindstrom</th>
<th>Lamb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction, Review of first 6 elements</td>
<td>Thursday, Jan. 23</td>
<td>Monday, Jan. 28</td>
</tr>
<tr>
<td>2. Peer Critiques of first 6 in draft</td>
<td>January 30</td>
<td>February 4</td>
</tr>
<tr>
<td>3. Rewriting and editing</td>
<td>February 6</td>
<td>February 11</td>
</tr>
<tr>
<td>4. Descriptions of Data Collection, Charts</td>
<td>February 13</td>
<td>February 18</td>
</tr>
<tr>
<td>5. Research Findings, First Draft</td>
<td>February 20</td>
<td>February 25</td>
</tr>
<tr>
<td>6. Peer and Instructor Critiques of Findings</td>
<td>February 27</td>
<td>March 4</td>
</tr>
<tr>
<td>7. Research Findings, Final Draft</td>
<td>March 6</td>
<td>March 11</td>
</tr>
<tr>
<td>8. Conclusions, Peer Critique</td>
<td>March 13</td>
<td>March 18</td>
</tr>
<tr>
<td></td>
<td>Recommendations, Peer Critique</td>
<td>March 20</td>
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<tr>
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<td>--------------------------------</td>
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</tr>
<tr>
<td>10.</td>
<td>Evaluation, References, Appendices, and Abstract due</td>
<td>March 27</td>
</tr>
<tr>
<td>11.</td>
<td>Review of Portfolio Reflections Essay due</td>
<td>April 3</td>
</tr>
<tr>
<td>12.</td>
<td>Final M. A. Action Research due Review of Portfolio</td>
<td>April 10</td>
</tr>
</tbody>
</table>
San Jose State University
College of Education
Educational Leadership Department
Tier 2: Professional Administrative Services Credential
Fall Semester Syllabus

The fall semester Tier 2 classes are integrated. **EdAd 270** is an analysis of each student’s leadership skills with the goal of developing an individualized plan to deepen and increase leadership capacity. **EdAd 275A** explores the relationship of data, successful techniques to increase student success, collaborative instructional leadership and the use of the action research format to create a successful district program. **EdAd 275C** targets English Language Learner (ELL) education and the cultural, linguistic and socio-economic influences that contribute to the many misconceptions held by educators.

**EdAd 285A** is field work based on each student’s job requirements.

**EdAd 270 Administrative Assessment and Induction (2 units)**
- Individual assessment of professional experience and skills; reflection on current skills, attitudes and behaviors
- Development of a continuous professional development plan using current job requirements and identified areas for increasing/deepening leadership skills
- Presentation of effective hiring practices, the role of Human Resources and the role of the administrator as the interviewer
- **Assignments:**
  - Update resume
  - Develop letter of intent
  - Prepare for job interview process-write out opening and closing statements for a job interview
  - Develop PDAP
  - Select mentor and describe his/her leadership skills

- **Text:** *The Complete Idiot’s Guide to the Perfect Resume* by Susan Ireland ($15.)
- **Readings:**
  - *Letter of Intent* by Margaret Bonanno (sent via e-mail)
  - *Be Prepared for the Job Interview* by Margaret Bonanno (sent via e-mail)
  - *Resumes for Education* by Margaret Bonanno (sent via e-mail)

**EdAd 275A The Successful School (2 units)**
- Use the problem solving approach in the action research format to develop leadership skills
- **Assignments:**
  - Develop a mini action research project outline for the year (refer to ARP handout for specific format instructions)
  - Complete two page reflection on the assigned readings
Tier 2 Fall Semester

- **Text:** *Failure is Not an Option* by Alan M. Blankenstein (Corwin Press)
- **Readings:**
  - Chapter 8 in *Failure is Not an Option.*

**EdAd 275C Cultural/Socio-Economic Diversity in the Schools (2 units)**

- Improve processing skills while developing a deeper awareness of different cultural, linguistic and socio-economic groups
- **Assignment:**
  Two-three page paper analyzing the services to English Language Learners at your site using the important points in the readings as evaluation criteria. Included in the paper must be one paragraph describing the school’s test data (must include CELDT and CST data) regarding the progress of English Language Learners.

- **Readings** (all provided by the instructor):
  - *English Language Learners in U.S. Schools: An Overview of Research Findings* by Fred Genesee, Kathryn Lindholm-Leary, William Saunders and Donna Christian
  - *What Teachers Need to Know about Language* by Lily Wong Fillmore and Catherine E. Snow
  - *Language Gap* by Louisa Moats
  - *Overcoming the Achievement Gap* by E. D. Hirsch
  - *The Academic Progress of English Language Learners in Gilroy Unified School District* by Olivia Schaad (This is the review of the literature section of the action research paper only.)

**EdAd 285A Advanced Fieldwork/Peer Coach (6 units)**

- Develop a one year Professional Development Action Plan (PDAP)
- **Assignments:**
  - Monthly meeting with your SJSU advisor which focus on the PDAP progress and challenges
  - Completion of the administrative portfolio for the first semester (refer to handout for specific portfolio requirements)
  - Monthly class attendance
  - Monthly individual meetings/coaching from the Tier 2 instructor

- **Readings:**
  - Individually assigned based on PDAP

Tier 2 Fall Semester, revised July 2007
EdAd 275D  Politics and Economics of Education
EdAd 275B Improving Schools from Within and Without
EdAd 285A Advanced Fieldwork

Professor:  Margaret Bonanno

Class requirements and assignments for 275B and 275D will be intergraded under the following topics. The overarching theme is the improvement of schools and the political entities that influence them.

The Role of the State in Educational Policy and Practice
- **Read** *Hold State Accountable* by Fred Tempes (article provided)
- **Interview** a principal in your district that is a SAIT or Program Improvement School
- Focus questions: What has changed in your school since being designated as a SAIT or Program Improvement school? Is this reform effort increasing the quality of education for your students? Has student academic success increased? How is staff morale?
- One page reflection due by **March 1**

The Role of Local School Boards
- **Read** *The Changing Role of School Boards* by Ellen Todras (article provided)
- **Read** *School Boards’ Worth in Doubt* by Jane Elizabeth of the Pittsburgh Post Gazette (article provided)
- **Read** *How to Choose a School Board Candidate: What Every Voter Should Know* by Meline Toumani (article provided)
- **Attend** a school board meeting in your district using the *Checklist for Observing School Board Meetings* (list provided)
- Focus question: How effective was the School board meeting and what was the relationship among board members?
- One page reflection due **March 1** (include the agenda from the meeting)

Role of Business
- **Read** *The Muddle Machine: Confessions of a Textbook Editor* by Tamim Ansary (article provided)
- **Find out** the process used in your district to adopt textbooks
- **Describe** your district’s selection process (no more than one page); due **March 1**
The Role of Reform (EdAd 275B)

- **Read** the book *Results Now* by Mike Schmoker
- This book is the text for 275B and may be purchased at [www.ascd.org](http://www.ascd.org)
- **Read** Pages 172-178 (The Critical Role of Leadership) in *What Works in Schools* by Robert Marzano (article provided)
- **Write** a 2-3 page reflection on the improvement movement’s influence on schools today and the ramifications for school leadership. When appropriate be sure to tie in the role of the state, business and school boards from your readings for 275D.
- **Due April 1**

Advanced Fieldwork (EdAd 285A)

- Continue implementing PDAP from the fall semester
- Monthly class attendance
- Monthly individual meetings
- Complete portfolio(see detailed portfolio requirements); **due April 30**
- Complete mini action research project (see detailed action research requirements); **due May 15**
Vitae
GARY JOSEPH STEBBINS

Residence: 6323 Wright Street    Business: One Washington Square
Felton, CA  95018                  San Jose, CA   95192-0072
(831) 335-5445        Work        (408) 924-33653

Email: gistebbins@earthlink.net
       Gary.Stebbins@sjsu.edu

EDUCATION

Ed.D. Educational Leadership and Change, The Fielding Graduate University/Institute, Santa Barbara, California, Dissertation: The Public School Principal: Elements for Successfully Thriving and Surviving in the System

MA Educational Administration, San Jose State University, San Jose, California Thesis: Learning Styles of At Risk Students in Alternative Schools Department of the Santa Clara County Office of Education

ME.d. College of Notre Dame, Belmont, California

B.S. Biological Sciences/Environmental Education, Humboldt State University, Arcata, California

CREDENTIALS

California Professional Admin. Services Credential
California Standard Secondary Teaching Credential (life)

PROFESSIONAL EMPLOYMENT

Assistant Professor, San Jose State University, Educational Leadership 2007-present

Adjunct Professor, Santa Clara University, San Jose State University 1998 -2007  Educational Admin. and Leadership

Middle Grades Network Member/ Schools to Watch/Taking Center Stage, Consultant with CA. Dept. of Education, 2000-Present

Principal Rogers Middle School, 1996-2005

Assistant Principal Rogers Middle School, 1995-1996

Principal Santa Clara County Office of Education - Alternative Schools Department, 1994-1995

Teacher in Charge - Community Coordinator Gilroy Community School, 1992-

Mentor Teacher Santa Clara County Office of Education-Student Services Division 1990-1994

Teacher in Charge South County Community School 1988-1991 Gr. 7-12

Classroom Teacher Alternative Schools Department, Santa Clara County Office of Education 1984-1988 Gr. 7-12

Field Science Teacher and Head Teacher Redwood Glen School Science and Env. Education Program 1972-1979 Gr. 6 & 11-12

UNIVERSITY TEACHING EXPERIENCE

Adjunct Professor National University, Santa Clara University, National Hispanic University, San Jose State University 1995-present

Assistant Professor San Jose State University Core Faculty, Educational Administration/Educational Leadership, Teaching Educational Leadership, Field Work Supervision, M.A. Program

UNIVERSITY TEACHING EXPERIENCE

Advisory Board Member Ed Leadership Program
Advisory Board Member EduFX, a nonprofit corporation founded to foster and promote the adoption of improved systems of learning.
Advisory Board Member South Bay Prep. Charter School and ACE Charter School, San Jose

UNIVERSITY COMMITTEES SAN JOSE STATE UNIVERSITY

Equity Advocacy Policy Committee (College) Mission to promote multi-literate students in California, 2007-present
Program Planning Committee (University) Strategic Planning facilitation 2007-present
PROFESSIONAL ORGANIZATIONS

American Educational Research Association
Association of California School Administrators
California Professors of Educational Administration

PROFESSIONAL ACTIVITIES

San Jose State University / Association of California School Administrators Principal Center Development and Coordination 2007-present
Educational Testing Service Scorer for ETS exam for school administrators 2007-present

PROFESSIONAL CONSULTING

Contributing Author, EdSource, March 2004 California’s Middle Grade Students
Curriculum Author, Santa Clara University, 2007, Character Based Biology Program
Principal Coach New Teacher Center, University of California Santa Cruz 2006-present
Professional Services Consultant School Messenger Corporation 2006-present
Board Member and Consultant Web of Life Outdoor field School 2007-present
Advisory Board Member Eastside Heroes, a non-profit corporation committed to serve low-income and underrepresented youth in San Jose attain college success

CONFERENCES AND WORKSHOPS

Santa Clara County Office of Education Violence and Conflict Prevention, October, 2005
California League of Middle Schools San Diego and San Jose, CA Presentations on Schools and Community 200-2006
Association of California School Administrators Santa Clara, 2002-2006
California Association of Professors of Educational Administration, San Diego, CA, Presentation on Equity
National Staff Development Council Conference, Dallas TX, December 2007, Presentation on Using Automated Technology to Reach all Families

PUBLICATIONS

Journal of Court and Community School Education Fall, 1994 Community School Students Help at National Dropout Conference
Journal of Court and Community School Education Winter, 1995 Micro-Society: A Formula for a Restructured Community School

AWARDS

Valley of Hearts Award January 2000 Rogers Middle School
Vitae

Noni Mendoza Reis

Residence: 3310 Putter Drive  Business: One Washington Square
Soquel, Ca 95073    San Jose, CA 95192-0072
(831) 479-8134    (408) 924-3622
nonir123@sbcglobal.net    nreis@email.sjsu.edu

EDUCATION

Ed.D. Educational Leadership and Organizational Management, University of La Verne, La Verne, California. Dissertation: *A Descriptive Study about the Beginning Teacher Support and Assessment Coaching Process to Help Support Providers and Their Beginning Teachers Incorporate Culturally Relevant Reading Strategies*

MA, Educational Administration and Higher Education, San Jose State University, San Jose, California

B.A. Sociology, University of California, Santa Cruz, California

CREDENTIALS

Administrative Professional Clear

Standard Elementary – Clear Bilingual, Bicultural

PROFESSIONAL EMPLOYMENT

<table>
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<tr>
<th>Year</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 – present</td>
<td>San Jose State University Department Chair, Educational Administration and Higher Education</td>
<td>San Jose, CA</td>
</tr>
<tr>
<td>2006</td>
<td>San Jose State University Associate Professor, Educational Administration and Higher Education</td>
<td>San Jose, CA</td>
</tr>
<tr>
<td>2002</td>
<td>San Jose State University Assistant Professor, Educational Administration and Higher Education</td>
<td>San Jose, CA</td>
</tr>
<tr>
<td>1997-2002</td>
<td>Pajaro Valley Unified School District Principal, K-5 Professional Development School</td>
<td>Watsonville, CA</td>
</tr>
<tr>
<td>1995-1996</td>
<td>Pajaro Valley Unified School District Professional Development Coordinator, Comprehensive Teacher Education Institute</td>
<td>Watsonville, CA</td>
</tr>
<tr>
<td>1990 – 2001</td>
<td>University of California, Santa Cruz Lecturer and Supervisor of Teacher Education Beginning Teacher Support Provider</td>
<td>Santa Cruz, CA</td>
</tr>
<tr>
<td>1983 -1990</td>
<td>Pajaro Valley Unified School District Elementary School Teacher</td>
<td>Watsonville, CA</td>
</tr>
</tbody>
</table>
PUBLICATIONS


FORTHCOMING PUBLICATIONS


ARTICLES IN PROGRESS

Mendoza-Reis, N. & Reveles, C. Teaching in the 21st Century: Reframing Professional Development for Beginning Teachers of Culturally and Linguistically Diverse Students

Mendoza-Reis, N., Case Commentary- Case of New Teacher Support and Development at Zapata
BOOKS IN PROGRESS

Mendoza-Reis, N. Leading for Equity: Principals Leading English Learners to Success in Educational Settings.

CURRICULUM AND PROFESSIONAL DEVELOPMENT PUBLICATIONS

2007  English Language Learner: Culture, Equity and Language. A guide from the National Education Association for teachers of English learners focused on culture and equity issues in teaching, language acquisition and English language development.


1995  Toward Equity: Building Multicultural Classrooms and Schools. A seminar series from the California State Department of Education. This training, “Toward Equity” is a requirement for all beginning teachers who participate in BTSA programs in California. (Beginning Teacher Support and Assessment Project).

RESEARCH PROJECTS

2007  Leading for Equity: Principals Leading English Learners to Success in Educational Settings. A descriptive study that will investigate the ways that effective leaders in schools with large populations of English learners lead with a “lens of equity”. School leaders who will be interviewed have been identified in California, New Mexico and Virginia.

UNIVERSITY TEACHING EXPERIENCE

2005 - present  Core Faculty, Joint Doctorate in Collaborative Leadership (San Jose State University, CSU Monterey Bay, University of California, Santa Cruz) Teaching: Foundations in Educational Research, Collaborative Action Research Data Collection Methods, Supervised Dissertation Writing

1990-2001    Lecturer and Supervisor of Teacher Education, Board of Studies in Education
University of California, Santa Cruz
Teaching: Language, Literacy and Culture, Classroom Management,
Supervised Teacher Education, Bilingual-Multicultural Teaching Methods,
Sociocultural Theory of Education

1998-1999    Instructor, Early Childhood Education. Cabrillo Community College  (courses
taught in Spanish)
Teaching: El Nino, La Familia, y La Comunidad (Child, Family and Community)

1998    Lecturer, CSU Monterey Bay, Teacher Education
Teaching: English Language Development

OTHER UNIVERSITY EXPERIENCE

Summer 2006    Instructor, Shangdong Province Higher Education Leadership Program
Teaching: University Management in the United States, Educational Leadership

1997-2004    Advisory Board Member Center for Research on Excellence and Diversity. University of California, Santa Cruz.

UNIVERSITY COMMITTEES, SAN JOSE STATE UNIVERSITY

College Committees:
2007 - 2007    Core Faculty Task Force, Independent Doctorate in Transformational Leadership, SJSU
2007 - present    Member, Curriculum Committee
2002 – present    Core Faculty, Joint Doctorate in Collaborative Leadership, UC Santa Cruz, CSUMB,
2003 – present    Member and Chair, Research, Scholarship and Special Projects
2002 – 2003    Member and Co-Chair, Multicultural Education Committee

University Committees
2006-present    Graduate Studies & Research
2004-2005    University Assessment Committee
2002-2004    Improvement of Instruction

PROFESSIONAL ORGANIZATIONS

• American Educational Research Association
• Association of California School Administrators
• California Professors of Educational Administration
• Phi Delta Kappan
• National Education Association

RELATED PROFESSIONAL ACTIVITIES SINCE APPOINTMENT AT SJSU

2007    Task Force member, Teaching and Learning
Association of California School Administrators

2006 – 2007    Board member, California Association of Professors of Educational Administration

2004-2007    Member, American Educational Research Association
Duties: Division K Planning Committee For New Faculty Seminar at 2005 and 2006, Division A and Division K: Reviewer of proposals, Chair Panel Sessions, Discussant for Division A (Educational Leadership) and Division K (Teacher Education) and Bilingual Research Special Interest Group.


2002-2004 Member, Research Synthesis Team on Professional Development for Diversity. Center for Research on Excellence and Diversity. Chair: Stephanie Knight, Texas A&M

2002-present Educational Testing Service. Trained as scorer for ETS exam for school administrators.

SUBMITTED GRANTS

Fall, 2004 Submitted and received College of Education Faculty Professional Development Award
Summer, 2004 Awarded Professional Development Grant from Dulce Independent Schools, Dulce, New Mexico
Summer 2004 Awarded Professional Development Grant from Gallup-McKinley School District, Gallup, New Mexico
Fall 2003 Submitted and received College of Education Professional Development Grant
Fall 2002 Submitted and received Faculty Lottery Grant
Spring 2002 Submitted Junior Faculty Career Development Grant

PROFESSIONAL CONSULTING

2007 – present Principal Coach, Springboard Schools, San Francisco, CA.
2006 – 2007 DAIT Team Consultant, Monterey County Office of Education (Intervention consultant for under-performing schools)
2004 –2006 Consultant for Monterey County Beginning Teacher Support and Assessment Project
2003 – 2006 Consultant on Coaching Beginning Principals, Mentoring for Equity
• New Teacher Center (University of California, Santa Cruz)
2003 – present Consultant on Equity Pedagogy, English Language Development
• National Education Association
1989 –2004 Consultant on Effective Education for Culturally and Linguistically Diverse Students
• UCSC Center for Research on Excellence and Diversity, (1990 – 2004) (CREDE Center)
• Arboles, University of California, Berkeley (1990 – 1993)
• Biliteracy Institutes, University of California Santa Cruz (1989-1994)

PROFESSIONAL ACHIEVEMENTS
2002 Awarded Model Professional Development Award by the U.S. Department of Education. One of two schools in the country to receive this award and the first from California. Focus was on professional development for equity.


2002 Invited to serve on two national research synthesis teams for CREDE: (1) Academic Achievement and Language Learning, and (2) Professional Development for Diversity. Task is to synthesize research on these topics in preparation for reports to the U.S. Department of Education.

1997-2002 School-University Partnership with CREDE (Center for Research on Excellence and Diversity) and Starlight Elementary as a demonstration school.

1997 -2002 School-University Partnership with Board of Studies in Education, University of California, Santa Cruz and Starlight Elementary as a university professional development school.

2001 Award: “Administrator of the Year” from Association of California School Administrators.

2000-2002 Served on district Peer Assistance and Review (PAR) Governance Board as administrator representative. Nominated by district superintendent.

2000-2002 Served on district professional development planning team for administrators. Collaborated with Bob Garmston and Suzanne Riley to implement training on The Adaptive School: Developing and Facilitating Collaborative Groups

2000-2001 Served on district Equity Team. Helped conceptualize work to be conducted at school sites for this team.

1999-2001 Member of the Teacher Quality Collaboratory of Joint Venture Silicon Valley Network. An alliance of K-12 practitioners, teacher educators and members of the corporate, civic, foundation and school reform communities who are committed to the elimination of the achievement gap among students and the elevation of the teaching profession.

2001 UN High Commission for Human Rights. Interviewed on work at my school for a report for the United Nations Commission for Human Rights. This report was in preparation for the Conference on the Elimination of Racism that was held in South Africa in July, 2001. The report focused on educational efforts that teach young people about and turn them against racism.

1999 Equity Educators Roundtable. One of twenty anti-racist/anti-bias educational activists in levels pre-school through university who were invited to participate. The goal was to “articulate an anti-racism/anti-bias national agenda and strategic plan for the next 10 years. The Equity Roundtable was funded as part of a grant from the Open Society Institute. Coordinators: Louise Derman-Sparks and Beverly Daniel Tatum.

1999-2001 Member Kenan Initiative for University/School Alliance. Center for Creative Leadership, Greensboro, North Carolina. A K-16 partnership through the Santa Cruz County Office of Education with the Center for Creative Leadership for leadership development in order to improve teacher quality in the region.

1998 Participant, The Principal’s Center. Harvard University, Cambridge, MA
1998  Panelist, *Students at the Center—National Satellite Teleconference on School Reform*
U.S. Department of Education, Office of Educational Research and Improvement,
Washington, D.C.

1988 -1996  Presented on Effective Teaching Strategies for Culturally and Linguistically Diverse
students for OLE (Optimal Learning Environment); ARBOL Institute (UC Berkeley and UC Santa Cruz)

1987-1989  District mentor teacher in Literacy and Math. Nominated “Teacher of the Year” by
fellow teachers.

1982 – 1989  Taught in a Bilingual/Bicultural Program, team teaching and individualized instruction


**CONFERENCES, WORKSHOPS (1999-Present)**

October 2007  California Association of Professors of Educational Administration
San Diego, CA

July 2007  Effective Education for English Learners
QUEST 2007 AFT Conference: Strengthening Public Schools
Washington, D.C.

June 2007  Closing the Achievement Gap
NEA Joint Conference on Concerns of Minorities and Women
Philadelphia, PA

June 2007  ELL Education: Culture, Language and Equity
NEA Conference
Lincoln, Nebraska

June 2007  ELL Education: Culture, Language and Equity
NEA Conference
Tampa Bay, Florida

February 2007  Effective Beginning Teachers Working with English Learners
NABE conference
San Jose, CA

January 2007  Las Practicas Promedoras: Escuela Starlight
International Teacher Education
Universidad de Chile
Santiago, Chile

October 2006  From Numbers to Faces to Names: Leading for Equity, Part II
California Association of Professors of Educational Administration
Cal Poly, Pomona

August 2006  English Language Learners Multicultural Training: Closing the Achievement Gap,
National Education Association. Las Vegas, Nevada
<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>August 2006</td>
<td>Leading for Equity: From Numbers to Names to Faces. So, You Want to be a Superintendent or Educational Leader? Association of Latino Superintendents and Administrators.</td>
<td>La Jolla, CA</td>
</tr>
<tr>
<td>March 2006</td>
<td>From Numbers to Names to Faces: Leading for Equity, Part I</td>
<td>California Association of Professors of Educational Administration San Diego, CA</td>
</tr>
<tr>
<td>March 2006</td>
<td>Teaching in the 21st Century</td>
<td>Latinos and Education: The Missing Links NEA/LULAC National Summit on the Status of Hispanic Education Denver, Colorado</td>
</tr>
<tr>
<td>July 2005</td>
<td>Mainstreaming English Language Learners</td>
<td>QUEST 2005 AFT Conference</td>
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<tr>
<td>June, 2005</td>
<td>Mentoring for Equity</td>
<td>New Teacher Center Newark, New Jersey</td>
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<tr>
<td>April, 2005</td>
<td>Junior Faculty Seminar</td>
<td>American Educational Research Association (AERA) Toronto, Canada</td>
</tr>
<tr>
<td>March, 2005</td>
<td>Coaching for Academic Success</td>
<td>New Teacher Center at UCSC San Juan, Puerto Rico</td>
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<tr>
<td>January, 2005</td>
<td>Effective Pedagogy for Culturally and Linguistically Diverse Students</td>
<td>Gallup McKinley School District Gallup, New Mexico</td>
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<td>Nov. 2004</td>
<td>Tomorrow’s School Leaders: What do we know about them</td>
<td>Association of California School Administrators (ACSA) San Diego, CA</td>
</tr>
<tr>
<td>October, 2004</td>
<td>Coaching for Academic Success</td>
<td>New Teacher Center at UCSC San Juan, Puerto Rico</td>
</tr>
<tr>
<td>July, 2004</td>
<td>Conducting Walk Throughs With an Equity Lens,</td>
<td>Department of Migrant Education School Leaders Pajaro Valley Unified School District, Watsonville, CA</td>
</tr>
<tr>
<td>July 2003</td>
<td>Principals’ Academy: Leadership Matters…Courage Required</td>
<td>Atlanta Public Schools, Atlanta, Georgia.</td>
</tr>
</tbody>
</table>

April, 2003  American Educational Research Association (AERA)

Presentation 1: A Descriptive Study about the Beginning Teacher Support and Assessment Coaching Process to Help Support Providers and Their Beginning Teachers Incorporate Culturally Relevant Reading Strategies. Division K: Section 7: Research on pedagogical approaches to professional development and in-service teacher education and impacts on teacher practices and student learning.

Presentation 2: The CREDE Demonstration Schools: Effective Practices for Students from Culturally and Linguistically Diverse Backgrounds. Division: Division K: Section 8: Contexts of Prof. Dev. and In-Service Teacher Education

October, 2002  California Council on Teacher Education
“Transforming Classroom Organization and Pedagogy for Culturally and Linguistically Diverse Populations”. San Diego, CA

August, 2002  Principals’ Alliance and School Improvement Team Training
Arizona Department of Education
“Enhancing English Language Learning”

June, 2001  Discussant, English Language Learners Institute
New Teacher Center, Santa Cruz, CA

January, 2001  Quality Mentoring: Staying the Course Towards Excellence and Equity
New Teacher Center Symposium, San Jose, CA
“Working Together to Close the Equity Gap”

Nov. 2000  California Department of Education
Professional Development Task Force
“A Comprehensive System of Professional Development for Teachers and Administrators to Support Student Achievement”

Sept. 2000  Improving America’s School: Schooling for Diverse Learners
Sacramento, CA

June, 2000  Teaching English Language Learners: Effective Programs and Practices
University of Connecticut. Storrs, CT

February, 2000  Early Elementary Equity Symposium. “Isolating Key Spheres of Elementary Equity: Defining Equal Access to Early Learning Opportunities”
U.S. Department of Education
Office for Civil Rights, Region IX
San Francisco, CA

February, 2000  American Association of Colleges for Teacher Education, 52 Annual Meeting
Chicago, IL. “Building Teacher Quality Through Standards-Based Formative Assessment”

January, 2000  Keeping the Dream Alive: An Excellent Teacher for Every Child
Moving Towards Educational Excellence and Equity: Starlight Professional Development School. New Teacher Symposium. San Jose, CA
January, 2000  U.S. Department of Education
    National Conference on Teacher Quality
    Washington, D.C.
    “Santa Cruz New Teacher Project”

April, 1999  Panel Discussant
    “The Schooling of English Language Learners in the Post 227 Era”
    UC Linguistic Minority Research Institute
    Sacramento, CA
Arlando Smith  
432 Santa Mesa Drive  
San Jose, CA  95123  
Home: (408)363-8474  
Cell: (408)307-8222  
Arlandos@aol.com  

EDUCATION  

University of La Verne  
Ed.D Educational Leadership and Organizational Management  2005  
Dissertation: “High School Principals Perceptions of their Effectiveness in Addressing Tracking and Equity”  

California State University, Fullerton  
M.A. Political Science  1976  
California State University, Fullerton  
B.A. Political Science  1973  

CREDENTIALS  

ACSA Superintendent’s Academy  1996 – 1997  
Administrative Services Clear  1984  
California State University, Dominguez Hills  
Ryan Single Subject (K-12)  1976  
California State University, Fullerton  

TEACHING AND ADMINISTRATIVE EXPERIENCE  

San Jose State University  
Assistant Professor  
Educational Leadership and Administration  

John F. Kennedy University  
Director, Administrative Services Credential  2005- December  
Program emphasis on Leadership for Equity, Social Justice and Democracy. Design curriculum and deliver instruction emphasizing explicit methods of addressing race and gender issues in urban schools.  

Adjunct Instructor - Advanced Curriculum Development and Planning  
Student teachers and student interns.
University of California, Santa Cruz - Department of Education 2006 -
Lecturer – Introduction to Teaching

Gilroy Unified School District 2001-2002
Coordinator of Academic Improvement

New Teacher Center@University of California, Santa Cruz 1999-2001
Program Director, New Administrator Program
Mentored 16 principals in six separate districts
Designed and delivered professional development for new
and aspiring principals:
“Foundations in Mentoring”
“Coaching and Goal-Setting to the California
“Standards for the Teaching Profession”
“Induction For What -Setting an Equity Agenda”
“Mentoring and Coaching in the Classroom”

Adjunct Instructor – San Jose State University 2001-2002
Administrator Education Program

Mountain View School District 1997-1999
Middle School Principal
Graham Middle School

San Jose Unified School District 1990-1997
High School Principal – Gunderson High School
• Facilitator for District Curriculum and
Instruction Administrators
• Facilities Master Plan Advisory Committee
• President, Santa Teresa Athletic League
• Central Coast Section Eligibility Committee

San Luis Coastal Unified School District 1988-1990
Morro Bay High School
Assistant Principal, Curriculum, Instruction and Student
Activities

Garey High School
Assistant Principal, Attendance and Discipline
• District Grading Policy Committee
• Administrative Reclassification Committee
Coordinator of SB65 Drop Out Prevention Program
Adjunct Instructor - California State University at Fullerton  Political Science  1976 - 1980
Developed syllabus and overall course structure, and administered all grades.

Gladstone High School - Social Studies Teacher
• Department Chair
• Activities Director
• Coach, Basketball and Football

RELATED EXPERIENCE

Stupski Foundation  2001-2004
Mill Valley, California
Program Manager
Organizational Development, Systems alignment for performance management and accountability, case team coordination to facilitate large urban school districts to close the achievement gap and raise student achievement.

West Ed  2004 -Current
School Reform Facilitator
Assess systems in underperforming schools from decision-making, professional development, delivery of instruction and commitment to equity; make recommendations for school and district improvement

Stanford School Redesign Network  2005 - Current
School Reform Facilitator
Assist large schools in transitioning to small schools and small learning communities. Principal/Leadership Coaching

Peninsula Community Foundation  2005 -Current
Facilitation and Organizational Development for Belle Haven Full Service Community School Project

Facilitation and Organizational Development for District Redesign Task Force

UCLA School Management Program  1999-2001
External Evaluator

Western Association of Schools and Colleges  1983-1988
Visiting Committee Member
PUBLICATIONS AND PRESENTATIONS (PARTIAL LISTING)

“The Voices of Professional Educators” in Renegotiating Cultural Diversity in American Schools, Edited by Patricia Phelan and Anne Locke Davidson.

In Progress

“Meta Analysis of Prevailing Models of Leadership and The Utility Urban School Leaders”
Paper presented at Leaders for Educational Equity Forum, Vancouver, Canada

“Equity, Adequacy and School Leadership in Conjunction with Dr. Gilberto Arriaza

“Applying Best Practices for Language Acquisition to African American Learners” in conjunction with Dr. Ernie Smith

Presentations

State Superintendents High School Summit
Bay Area Coalition of Equitable Schools (BayCES)
National Association of Elementary Principals
California School Boards Association
New Teacher Symposium
The College Board National Conference
Part III

Documentation that Support the Program's Assessment Tools
Part III - Documentation that Support the Program's Assessment Tools

Table of Contents

Section 1. Assessments that are used to determine candidate competence  3

Section 2. Scoring Rubrics for Assessments  6

Section 3. Scorer Training Information  51
Section 1. Assessments that are used to determine candidate competence
Assessments used at key points to determine whether candidates can move to next step or need remediation.

Transition/Program Entry Assessment

1. Each candidate is admitted based on
   a. letter of recommendation
   b. response to Barth’s quote
   c. copy of valid, California teaching credential (copy provided)
   d. evidence of having taught three years (or will have taught three years by the end of the program)
   e. having passed CBEST (or understanding that passing CBEST is a requirement for the Administrative Service Credential)
   f. grade-point average of 3.0 over the last 60 units
   g. admission to SJSU’s graduate program

In the first semester, all students are assessed on their written response to the Essential Questions:

1. **Building equity in diverse communities:**
   How does my vision for schooling guide me as an increasingly courageous, skillful leader focused on building equity in diverse communities?

2. **Facilitating collaborative change:**
   What are the skills, attitudes, and behaviors necessary for courageous, skillful leaders to build a learning community with a shared vision of excellence and equity?

3. **Leadership concepts and management strategies:**
   How do managers establish systems to solve problems, manage recurring school functions and effectively carry out school/district practices and policies that result in a positive learning environment?

4. **Role of schooling in a democratic society:**
   How do leaders build diverse teams that are sustained and motivated in their work, thrive on meeting the changing needs of schools and communities, constantly seeking to improve learning for all students, and develop leadership skills in others?

5. **Inquiry, research, learning, and reflective practice:**
   How do leaders advocate for, nurture, and sustain a school culture and instructional program conducive to ongoing learning based on the cycle of inquiry?

The following scoring guide is used. Students must receive a score of 25 or higher. Students who do not meet this standard must schedule time at the Learning Assistance Resource Center (LARC) or attend the writing seminars offered through the college. Failure to improve written communication skills may result in the student being counseled out of the program.
Assignment Description: Graduate Writing Requirement

Individual assignment (30 points of final grade): Write this paper using what you have learned in this class and on the job while reflecting on the issues raised throughout the semester. Demonstrate your understanding of the essential questions and the course content by specifically referring to the discussions, readings, theories, leadership assessments, authentic experiences, and your reflections. This paper should be ten to twelve pages (double-line spaced) in length, using Times Roman (or New Times Roman) 12 point font, and with one inch margins all around.

<table>
<thead>
<tr>
<th>A. Command of Topic(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay addresses assignment as described above, demonstrating command of issues. Writing shows independent thought and draws on multiple sources (books, articles, personal journal, class discussions, and course assignments).</td>
<td></td>
</tr>
<tr>
<td>Essay addresses assignment as described above, demonstrating inconsistent command of issues. Writing shows some independent thought and draws on most sources.</td>
<td></td>
</tr>
<tr>
<td>Essay addresses assignment as described above, but misses to demonstrate command of some essential issues. Writing shows limited independent thought and draws on some sources.</td>
<td></td>
</tr>
<tr>
<td>Essay misses most of the assignment as described above, and demonstrates weak command of most essential issues. Writing shows very limited independent thought and draws on a few sources.</td>
<td></td>
</tr>
<tr>
<td>Essay misses the assignment as described above, and demonstrates lack of command of most essential issues. Writing shows no independent thought and draws on a short number of sources...</td>
<td></td>
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</tbody>
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<tr>
<th>B. Argumentative Development</th>
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<td>Essay shows clear and careful development of related ideas in coherent, sequential paragraphs. The essay provides strong evidence supporting its claims.</td>
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<tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Organization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay is edited, ensuring that sentences are forceful and clear and logical.</td>
<td></td>
</tr>
<tr>
<td>While the essay has been edited, some tangential ideas, unassimilated quotations, needless summary, and organizational flaws remain.</td>
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<tr>
<td>Incomplete editing is evident in a) excess (summary, unassimilated ideas and accessory information) and b) absence (support, transitions, flow).</td>
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<tr>
<td>Essay is faulty in its editing; and sequence of ideas.</td>
<td></td>
</tr>
<tr>
<td>Essay shows no editing for content and/or paragraph construction.</td>
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</table>

<table>
<thead>
<tr>
<th>D. Syntactic Variety and Language</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Essay is well edited; sentences are forceful, clear, and logical. Essay shows lack of gratuitous abstractions, convoluted sentences, and passages.</td>
<td></td>
</tr>
<tr>
<td>While essay seems edited, the language shows moderate stylistic and formal flaws and</td>
<td></td>
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</tbody>
</table>
Students must maintain a 3.0 average to continue in the program.

**Fieldwork**
At the beginning of the second year, all continuing students are assigned fieldwork. The fieldwork supervisor meets with the student teams at their work site approximately twice a month. Individuals have a class session and meet once a month at their work site.

The students’ supervisor, usually a principal, is involved in at least one of the fieldwork session. Fieldwork supervisors meet monthly to discuss practice and student progress.

Students receive credit/no credit for their fieldwork. Collaborative logs are kept so that progress can be measured. Students, as a team or individually, set a goal, identify objectives, and assess their progress. (Sample form follows.)

**Ed Ad 242B: Administrative Fieldwork/Goals & Objectives**

Team’s and/or Student’s Name: Goal: __________________________________________

<table>
<thead>
<tr>
<th>Current baseline information</th>
<th>Objective to achieve stated goal</th>
<th>Timeline</th>
<th>Method of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Concepts and Management Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of Schooling in a</td>
<td></td>
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</tr>
</tbody>
</table>
Democratic Society

Building Equity in Diverse Communities

Facilitating Collaborative Change

Inquiry, Research, Learning, and Reflective Practice

Inquiry, Research, Learning, and Reflective Practice

Self

**Recommending Candidates for the Credential**

At the end of the two year program, students who have completed all coursework, maintained a 3.0 average, have taught three years, and who have passed CBEST may apply for their Certificate of Eligibility. When they obtain an administrative position, they will receive their Preliminary Administrative Services Credential.

Tier 2 students receive the Professional Administrative Services Credential once they complete their 24 units.

**Section 2. Scoring Rubrics for Assessments**

Faculty members use common rubrics for the signature assignments. The rubrics are reviewed by faculty members and “read arounds” are used as a way to calibrate their use.

*Below is a rubric that is used in EdAd 200-201; it includes a self-evaluation also.*

*(If course assignments are used, how does the program sponsor ensure that each section of the course is using the assignment and grading it in the same way?)*

A designated faculty member is assigned responsibility for each course. These coordinators draft the syllabus, and all professors, for that course, come together to finalize the syllabus, discuss assignments, readings, and Saturday sessions.

Professors teaching the same course met at least twice a semester.

Student performance on the signature assignments is collected and reported to the department’s Chairperson, Dr. Reis. All signature assignments are aligned with the Student Learning Outcomes (SLOs). (See page 8 and 9)
1. School Management Issue (SLO 3)

People do not follow unless their basic needs are being met. Being a good “manager” is important to developing followership and therefore to become a successful leader. In class, you will identify a management issue at your school that could work better. As a team, you will develop and implement a plan to improve this issue. Your team’s four-page (maximum and based on single spaced) write up should have the following sections:

a) Background
b) Statement of the problem (the purpose of the involvement)
c) Questions you needed to ask
d) Description of your intervention
e) How it went
f) How you know
g) What you learned

On November 8, you will provide a ten-minute PowerPoint presentation of your findings and recommendations to the class.

This writing is to be kept for possible inclusion in your portfolio.

Appendix B – Management Task

Your write up should have the following sections:

1. Background - Make a clear case that the issue is important and worth dealing with.
2. Problem Statement - The problem was that …..
3. Purpose Statement - The purpose was to ….
4. Questions that you need to ask
5. Your Intervention
6. How it went and how you know
7. What you learned

Sections 1 to 5 are due in draft form by November 4 so that we can give feedback at class in November. On November 26, your team will provide a ten minute PowerPoint to present your findings and recommendations to the class.

Self Evaluation for EdAd 200 Management Issue Project

Team Name: ____________________________________________

The following CPSEL standards were used to design the School Management Issue Activity. In completing the project with your team, how do you rate your learning?

Check the box that applies.

<table>
<thead>
<tr>
<th>Calif. Professional Standard for Educational Leaders</th>
<th>Little</th>
<th>Some</th>
<th>Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn to establish school structure, patterns, and processes that support student learning. (3.2)</td>
<td></td>
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</tr>
<tr>
<td>Be able to utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively. (3.6)</td>
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</tr>
</tbody>
</table>
Demonstrate skills in decision-making, problem solving, change management, planning conflict management and evaluation. (5.1)

Be prepared to provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility. (2.6)

Make and communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices and equity. (5.3)

Generally, how close are you to meeting the above standards?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
What grade would you give yourself? Why?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
What grade would you give your team? Why?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
Comments?
_____________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Area of Work</th>
<th>In Progress 1</th>
<th>Acceptable 2</th>
<th>Excellent 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Clearly argues for the issue as an important and worthwhile issue. The reader can follow the connection between the history of an issue and the intervention offered.</td>
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</tr>
<tr>
<td><strong>Problem statement:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directly infers from the background. Statement is concise and coherent.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
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<tr>
<td>Makes a direct link between theory of action and the problem statement.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Questions:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lists queries that increase the likelihood of success.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Intervention:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Is well thought out, engages others in solution planning, and seems likely to succeed in addressing the problem.</td>
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<tr>
<td><strong>Evidence:</strong></td>
<td></td>
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<tr>
<td>Uses data to monitor progress throughout the implementation of the intervention. Shows how it went and demonstrates how reflective the effort was.</td>
<td></td>
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<tr>
<td><strong>Learning:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Shows what was learned and offers areas for consideration for future leadership efforts.</td>
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2. Essential Questions (SLO 1 and Successful Completion Required for Continuance in the Program)

Write this paper using what you have learned in class, on the job, and by reflecting on the issues raised in class. Demonstrate you understand the essential questions and the course
content by specifically referring to the discussions, readings, theories, leadership assessments, authentic experiences, and your reflections.

1. **Building equity in diverse communities:**
   How does my vision for schooling guide me as an increasingly courageous, skillful leader focused on building equity in diverse communities?

2. **Facilitating collaborative change:**
   What are the skills, attitudes, and behaviors necessary for courageous, skillful leaders to build a learning community with a shared vision of excellence and equity?

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5. **Inquiry, research, learning, and reflective practice:**
   How do leaders advocate for, nurture, and sustain a school culture and instructional program conductive to ongoing learning based on the cycle of inquiry?

**Appendix D – Essential Questions: Meets Writing Requirement**

Assignment Description: Graduate Writing Requirement

Individual assignment (30 points of final grade): Write this paper using what you have learned in this class and on the job while reflecting on the issues raised throughout the semester. Demonstrate your understanding of the essential questions and the course content by specifically referring to the discussions, readings, theories, leadership assessments, authentic experiences, and your reflections. This paper should be ten to twelve pages (double-line spaced) in length, using Times Roman (or New Times Roman) 12 point font, and with one inch margins all around.

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<tr>
<td>Essay shows clear and careful development of related ideas in coherent, sequential paragraphs. The essay provides most evidence supporting its claims.</td>
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<tr>
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<tr>
<td>Essay relies on unrelated generalizations, vague argument, uncertain information. The essay provides weak evidence compromising its claims.</td>
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</table>
Essay is incoherent, showing little development of or relationship among ideas... The essay provides no evidence making its claims bogus.

C. Organization
Essay is edited, ensuring that sentences are forceful and clear and logical.
While the essay has been edited, some tangential ideas, unassimilated quotations, needless summary, and organizational flaws remain.
Incomplete editing is evident in a) excess (summary, unassimilated ideas and accessory information) and b) absence (support, transitions, flow).
Essay is faulty in its editing; and sequence of ideas.
Essay shows no editing for content and/or paragraph construction.
D. Syntactic Variety and Language
Essay is well edited; sentences are forceful, clear, and logical. Essay shows lack of gratuitous abstractions, convoluted sentences, and passages.
While essay seems edited, the language shows moderate stylistic and formal flaws and inappropriate usages.
Incomplete editing is evident in moderate stylistic weaknesses.
Faulty editing shows in serious stylistic weaknesses.
The essay is stylistically inappropriate.
E. Control of Mechanics
Essay is generally free from errors in word choice and mechanics.
Essay may have a few errors in word choice and mechanics.
Essay has an accumulation of errors in word choice and mechanics.
Essay is marred by numerous errors in word choice and mechanics.
Essay has serious and persistent errors in word choice and mechanics.

TOTAL POINTS

<table>
<thead>
<tr>
<th>Area A, Topic</th>
<th>Area B, Argumentative Development</th>
<th>Area C, Organization</th>
<th>Area D, Syntax</th>
<th>Area E, Mechanics</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30 pts</td>
</tr>
</tbody>
</table>

Rubric for the Essential Questions

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal/Revision Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personally responds to all essential questions Vision is clearly communicated</td>
<td>Personally responds to all essential questions Clear statement of vision is missing</td>
<td>Personally responds to all essential questions Vision is unclear or missing</td>
</tr>
<tr>
<td>Cites references from text as well as relevant references from related research as appropriate, draws from class discussion and cites professional experience in response to question (citations at the end of the paper are in APA format)</td>
<td>Cites at least two references from text, draws from class discussion and cites professional experience in response to each question (citations at the end of the paper are in APA format)</td>
<td>Makes at least one reference to text, draws from class discussion and cites professional experience (citations at the end of the paper are in APA format)</td>
</tr>
<tr>
<td>Uses reliable evidence to support observations and conclusions</td>
<td>Responses are thoughtful, they show clear understanding and demonstrates the difference between verbosity and substance</td>
<td>Responses are short and explanations are not clear</td>
</tr>
<tr>
<td>Responses are thoughtful but details are few</td>
<td>Mechanics:</td>
<td></td>
</tr>
</tbody>
</table>
EdAd 202: The Educator

1. **Action research project (ARP) (SLO 5)**
   There are several reasons why it is valuable to examine published studies that address questions much like yours. For this discussion, locate as many as you can and select the most relevant studies. Compare and contrast the studies and yours, in relationship to: 1) questions that were asked, 2) research designs used, 3) specific methodologies used, 4) literature and theoretical frameworks used, and 5) research findings. Submit a bibliography of studies that you examined. You will share your bibliography in a small group activity.

   **By __** complete drafts of Introduction (Background and Setting), Review of Literature, and your Methodology sections of the action research project will be completed. Early in the semester, you will be given the Master's Action Research Guidelines. Satisfactory completion of all elements of the ARP is required to earn the Master's degree. In this class, you will complete six sections of the ARP.

<table>
<thead>
<tr>
<th>Due</th>
<th>Background, Problem statement, purpose and research question</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td></td>
</tr>
<tr>
<td>Due March</td>
<td>Methodology (this will be a DRAFT)</td>
</tr>
<tr>
<td>Due April</td>
<td>Draft of at least 15 annotated references</td>
</tr>
<tr>
<td>Due April</td>
<td>All the above and your Review of the literature</td>
</tr>
</tbody>
</table>

   **b. File your IRB.** By the end of the semester you will have filed your Institutional Review Board (IRB) proposal. The purpose of this assignment is to have the university’s institutional authorization to conduct action research. We will follow the SJSU IRB protocols.
<table>
<thead>
<tr>
<th>Requirement Level</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimally meets requirement</td>
<td>(Any section identified at this level must be revised and submitted on/before April 15th)</td>
</tr>
<tr>
<td>a) Provides very limited data on the social, economic, and political context to the study.</td>
<td></td>
</tr>
<tr>
<td>b) Provides unrelated and/or insufficient evidence as to why a problem exists.</td>
<td></td>
</tr>
<tr>
<td>c) Argues the importance of the problem in a weak and incoherent manner.</td>
<td></td>
</tr>
<tr>
<td>a) Statement does not follow logically from previous section.</td>
<td></td>
</tr>
<tr>
<td>b) Statement is unclear, too long, and repetitive.</td>
<td></td>
</tr>
<tr>
<td>a) Does not define the reason why the problem merits a study.</td>
<td></td>
</tr>
<tr>
<td>b) Does not tell how the intervention relates to the stated problem</td>
<td></td>
</tr>
<tr>
<td>c) Does not tell the factors being studied.</td>
<td></td>
</tr>
<tr>
<td>Lists some of the required elements</td>
<td></td>
</tr>
<tr>
<td>a) Question does not follow the logic of the background of the problem, the problem statement, and the purpose of the study.</td>
<td></td>
</tr>
<tr>
<td>b) Question is not empirical and formulated as a clarifying, double barrel, or dichotomic.</td>
<td></td>
</tr>
<tr>
<td>c) It is not clearly operationalized into a set of concrete empirical questions</td>
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<tr>
<td>d) The number of operational questions does not equal the number of factors identified in the purpose of the study.</td>
<td></td>
</tr>
<tr>
<td>a) References do not contain summary, strengths and weaknesses, and contributions to the field.</td>
<td></td>
</tr>
<tr>
<td>b) References are not linked to the problem.</td>
<td></td>
</tr>
<tr>
<td>c) References do not follow APA style.</td>
<td></td>
</tr>
<tr>
<td>2. Meets most requirements</td>
<td></td>
</tr>
<tr>
<td>a) Provides all necessary data on the social, economic, and political context to the study.</td>
<td></td>
</tr>
<tr>
<td>b) Provides clearly related evidence as to why a problem exists.</td>
<td></td>
</tr>
<tr>
<td>c) Argues the importance of the problem in a strong and coherent manner.</td>
<td></td>
</tr>
<tr>
<td>a) Statement follows logically from previous section.</td>
<td></td>
</tr>
<tr>
<td>b) Statement is clear, concise, and unequivocal.</td>
<td></td>
</tr>
<tr>
<td>a) Statements define the reason(s) why the problem merits a study.</td>
<td></td>
</tr>
<tr>
<td>b) Statements tell how the intervention relates to the stated problem</td>
<td></td>
</tr>
<tr>
<td>c) Statements tell the factors (variables) under studied.</td>
<td></td>
</tr>
<tr>
<td>a) All sections of the methodology are identified and details are provided</td>
<td></td>
</tr>
<tr>
<td>a) Question does follow the logic of the background of the problem, the problem statement, and the purpose of the study.</td>
<td></td>
</tr>
<tr>
<td>b) Question is empirical and clearly formulated in terms of content (what?) process (how).</td>
<td></td>
</tr>
<tr>
<td>c) It is clearly operationalized into a set of concrete empirical questions</td>
<td></td>
</tr>
<tr>
<td>d) The number of operational questions does match the number of factors identified in the purpose of the study.</td>
<td></td>
</tr>
<tr>
<td>a) References contain summary, strengths and weaknesses, and contributions to the field.</td>
<td></td>
</tr>
<tr>
<td>b) References are directly or indirectly linked to the problem.</td>
<td></td>
</tr>
<tr>
<td>c) References follow APA style.</td>
<td></td>
</tr>
</tbody>
</table>

2. **Self Reflection or Reflection with a Colleague using the SIOP Observation Protocol (SLO 5)**
   Turn in Protocol with emphasis on clear commentary. Write a succinct paper, reflecting on this tool as a way of moving forward teaching & learning with your Staff.

   **FOR USE WITH: MAKING CONTENT COMPREHENSIBLE FOR ENGLISH LEARNERS:**

   **THE SIOP MODEL.**

   **The Sheltered Instruction**  
   Observer: _______________________ Teacher: ___________________________
Observation Protocol (SIOP)  

Date: ________________________ School: ___________________________

Grade: ______________________  ESL level: ___________________
Class: _______________________ Lesson: Multi-day  Single-day  (circle one)

Directions:

Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0-4.

<table>
<thead>
<tr>
<th>Highly Evident</th>
<th>Somewhat Evident</th>
<th>Not Evident</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Cite under “Comments” specific examples of the behaviors observed.

**Preparation**

1. **Content objectives** clearly defined for students

2. **Language objectives** clearly defined for students

3. **Content concepts** appropriate for age and educational background level of students

4. **Supplementary materials** used to a high degree, making the lesson clear and meaningful (graphs, models, visuals)

5. **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency

6. **Meaningful activities** that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking

**Building Background**

7. **Concepts explicitly linked** to students’ background experiences

8. **Links explicitly made** between past learning and new concepts

9. **Key vocabulary** emphasized (e.g., introduced, written, repeated and highlighted for students to see)

**Comprehensible Input**

10. **Speech** appropriate for students’ proficiency level (e.g., slower rate, enunciation and simple sentence structure for beginners)
11. **Clear explanation** of academic tasks

12. Variety of techniques used to make **content concepts clear** (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

*Comments:*

**Strategies**

13. Ample opportunities provided for students to use **learning strategies**

14. **Scaffolding techniques** consistently used, assisting and supporting student understanding (e.g., think-alouds)

15. A variety of questions or tasks that promote **higher-order thinking skills** (e.g., literal, analytical, and interpretive questions).

*Comments:*

**Interaction**

16. Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

17. **Grouping configurations** support language and content objectives of the lesson

18. Sufficient **wait time for student response** consistently provided

19. Ample opportunities for students to **clarify key concepts in L1** as needed with aide, peer, or L1 text

*Comments:*

**Practice/Application**

20. **Hands-on materials and/or manipulatives** provided for students to practice using new content knowledge

21. Activities provided for students to **apply content and language knowledge** in the classroom

22. Activities integrate all **language skills** (i.e., reading, writing, listening, and speaking)

*Comments:*

**Lesson Delivery**

23. **Content objectives** clearly supported by lesson delivery
24. **Language objectives** clearly supported by lesson delivery ≤ ≤ ≤ ≤ ≤
25. **Students engaged** approximately 90-100% of the period ≤ ≤ ≤ ≤ ≤
26. **Pacing** of the lesson appropriate to the students’ ability level ≤ ≤ ≤ ≤ ≤

*Comments:*

**Review/Assessment**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Comprehensive review of key vocabulary</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
</tr>
<tr>
<td>28. Comprehensive review of key content concepts</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
</tr>
<tr>
<td>29. Regular feedback provided to students on their output (e.g., language, content, work)</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
</tr>
<tr>
<td>30. Student comprehension and learning</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
</tr>
</tbody>
</table>

of all lesson objectives (e.g., spot checking, group response)

assessed throughout the lesson.

*Comments:*

---

**EdAd 203-204: Human Resources and Fiscal/Legal Leadership**

1. **Resource Analysis Project (SLO 3)**

**Criteria (Each criterion is worth 10 points)**

- **Staffing:**
  - Describes the relationship of staffing and fiscal resources as ascertained in employee contracts.
  - Identifies various classifications of staff, and various property rights accorded to each classification.

- **Drivers:**
  - Describes the forces, agreements, and resources that influence staffing in a district.

**Analysis of fiscal impact:**

- Analyzes and discusses evidence of items in contracts that create fiscal impact.

**Review of contracts:**

Meets the requirements of the assignments by analyzing two or more contracts from different districts.

**Budget analysis:**

- Clearly draws distinctions between budgeted income and expenditures in restricted as well as unrestricted categories.
- Identifies other resources available to the district/school.
- Alignment of budgets with mission, vision, and stated priorities of the district/school

**Total Points: __________________**

*Group assignments: Resource Analysis Report*

**Objective:** Examine a district’s contract for equity

Working in teams, you will conduct an analysis of the resource allocations within a school district. You will select two districts as a basis of this comparison.

1. Conduct a comparison of the CBAs (certificated and classified contracts)

   Essential questions:
a. What items have fiscal impact?
b. What items determine, restrict, or affect staff allocations? (Policy involvement)
c. What items contribute to or inhibit an instructional leader from enacting practices that support equity and social justice?

2. Analysis of the fiscal resources form an equity perspective
   d. Conduct a cursory examination of either a school or district budget. How do the expenditures align with the vision, mission, and goals of the organization?
   e. Conduct a critical analysis of the impact versus the expenditure.

3. Remedies
   ▪ Based upon the readings and knowledge gained during the class discussions, what approaches would you recommend for changing the current conditions?
   ▪ Using readings from your EdSource reader and Chapters 3 and 4 in “California School Law”, conduct an evaluation of the impact of school spending and school programs.

Your team will write a paper, 8 to 10 pages in length (double-line spaced and do not exceed 10 pages); you are to use 12 point, Times or New Times Roman font.

Each team will present a 20 minute presentation, using PPT, or other forms of multi-mediate, to share its findings and recommendations. Each team will submit its paper and PPT.

2. Essential Question (SLO 1)
   1. What personal and professional, ethical standards drive my leadership of legal and fiscal resources to meet the school's vision and goals?

   **ESSENTIAL QUESTIONS RUBRIC**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personally responds to all essential questions</td>
<td>Personally responds to all essential questions</td>
<td>Personally responds to all essential questions</td>
</tr>
<tr>
<td>Cites references from text as well as relevant references from related research as appropriate, draws from class discussion and cites professional experience in response to question</td>
<td>Cites at least 2 references from text, draws from class discussion and cites professional experience in response to each question</td>
<td>Makes at least one reference to text, draws from class discussion and cites professional experience</td>
</tr>
<tr>
<td>Uses reliable data to support observations and conclusions</td>
<td>Responses are thoughtful</td>
<td></td>
</tr>
</tbody>
</table>

   **Mechanics:**
   - 5 Coherent
   - 6 Standard English (no slang, explains local terms and acronyms)
   - 7 Includes introduction, development of concepts and conclusion
   - 8 Uses word processor (no spelling errors – use spell check)
   - 9 Document has been proofread

EdAd 205-206: Leader in the Community and Advocate for All Children

1. Coherence in School Focus (SLO 2)
   Use the table below to gather data around the relationship between community involvement
and the school’s focus. The following set of questions needs to be asked around community connections:

1. What institutions, organizations, or programs representing or working with the parental and general communities are currently present at the school?
2. What kind of activities have these organizations or programs currently set in motion at the school?
3. What department, individuals, or programs are involved?
4. Who is responsible for what?
5. In what ways are these activities integrated, added, or extracurricular to the regular schedule?
6. How are these activities funded?
7. In what ways are these initiatives connected to the school’s focus?

Now that you have these data, consider the following for the first part of an action plan:

a. Identify main coherence issue
b. How will this main coherence issue improve teaching and learning?
c. What initiatives must stay at the site?
d. Which ones ought to go?
e. How will you use this chart at your site?

<table>
<thead>
<tr>
<th>Institutions, Organizations Programs</th>
<th>Specific activities</th>
<th>Individuals, departments, and programs involved</th>
<th>Number of students served</th>
<th>Sources of funding and the amount</th>
<th>Relationship of interventions to the school’s focused effort</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Bring this table to class on chart paper. Come prepared to present your findings, 1-7, and to discuss and brainstorm your initial thoughts on a-e.
- The connection between/among the initiatives and the school’s focus is explained

1. The coherence issue is clearly explained (10 points)

2. The explanation addresses how the coherence issue will improve teaching and learning (10 Points)

3. Reasons for keeping initiatives at the site are given and explained (10 points)

4. Reasons for eliminating/changing initiatives are given and explained (10 points)

5. Charts and/or technology enhance the understanding of the Coherence Plan (10 points)

6. Coherence Plan is complete; total score _____________ points

7. Coherence Plan needs to be revised on/before ________________2007.

8. Other comments:

Finalized: Fall 2007
Guidelines for the Action Research Project

Master’s Degree in Education with a Focus on Administration and Supervision

Department of Educational Leadership
College of Education
San José State University

Introduction to the Action Research Project

Change happens in schools when educators engage in data-driven decision making and the school community asks significant questions about the performance of students. The purpose of the Master’s Degree Action Research Project is to improve student learning. You will design and implement an intervention to solve an important issue over which you have influence.

To earn your M. A. in Education with a focus on Administration and Supervision and meet the Graduate School requirements for Plan B, you will engage in a Cycle of Inquiry, using Habits of Mind, and complete an Action Research project. This Action Research Project will demonstrate your ability:

1. to identify an important school/district problem based on data,
2. critically analyze the status quo,
3. ask essential research questions that get at the heart of the issue,
4. research potential solutions from the literature,
5. design and implement an intervention,
6. study the results, and
7. make recommendations for future action in a scholarly, systematic and professional manner.

You will develop these skills in Ed Ad 200, 201, more fully in Ed Ad 202, and in all other Educational Leadership courses.

Separate sections of the Action Research Project are considered to be in draft form and need to be revisited and revised as you become more informed regarding the focus of your study during the two years of your program. Your EdAd 253 Advisor gives the final approval of each part.

Writing a Master’s Action Research Project requires continuous work under the supervision of your professors. Please read the guidelines thoroughly and frequently so that you will clearly understand the expectations of the Educational Leadership faculty for the award of the M.A. degree.

Before you begin writing, think about the comprehensive logic of a Master’s Action Research Project. Since it is a research project, it really revolves around asking and answering questions. (See the following Format for the Action Research Project: 15 Parts.) In the Action Research
Project, you introduce your research problem with background, problem and purpose statements, and research questions. Then you look at what current research suggests (what have researchers written about the area you are studying) and make appropriate revisions to your intervention to solve the problem. You will determine what data you need to collect and analyze. Finally recommendations regarding the project and an evaluation of the Action Research process for you and your workplace must be discussed. The expectation is that you will share your Master’s Action Research Project with other educators.

Effective Writing
Before you sit down at your computer, think about what hard work formal writing really is. Logical progression of thought, smooth transitions between ideas, use of the active voice, and avoidance of bureaucratic cliché and educational jargon all help you express your ideas clearly and forcefully. Compose your drafts on a computer and double space between lines for easy reading and to meet APA requirements. Make this formal report concise and readable. Use Times Roman or New Times Roman and 12 point font size. The finished product will be approximately 30 pages in length, plus references and appendices. Always use spell check and then proof read before you submit each draft to your professor. Always have a colleague proofread your work. Always print (or save electronically) an extra copy for your records.

The Action Research Project is a formal, scholarly report, which requires past tense and third person consistently through the entire report except for those concepts which are considered timeless, e.g.: The school is located on Main Street. Do not use slang, contractions, abbreviations, biased terms, or gender inequity terms. Do no use acronyms unless you have identified them earlier in your paper. Give specific examples instead of using etc. This is a data driven document; avoid writing about your opinions, beliefs, and feelings. With this in mind, “in this study, the data indicated that at this time and under these circumstances” and “the researcher uncovered” are more appropriate remarks. Keep the reader in mind, not yourself. Help the reader understand what you are presenting.

FORMAT FOR THE ACTION RESEARCH PROBLEM: 15 PARTS

1. Cover sheet: see Appendix A for a sample.
2. Abstract
The abstract is the last part of the paper that you write. This is the concise narrative or executive summary of your Action Research Project. In narrative form, describe your problem, state the purpose of your study, list research questions, sketch the methodology, and report major findings and recommendations in one page. Place the abstract after the title page. It is the only section that is written using single-line space.

3. Table of contents: a simple table of contents matching the elements of the 15 parts of the Action Research Project will appear after the abstract. Note: Each page must be numbered (including the first page and the Abstract). (Appendix E)

4. Background to the Problem.
This part is divided into two sections: Background and Setting.

The first part, Background, should be three to five pages:
1. Introduce your problem in global terms in the first two paragraphs.
2. Present the larger related issues at the national or state level.
3. Define how this affects education in general.
4. Relate the larger issues to the more specific problem in your Action Research Project.
5. Relate the significance of your Action Research Project to your school or district.

The second part, Setting: the school or demographic profile. It contains:
1. relevant information about school and/or district: e.g., size, disaggregated academic achievement, ethnic breakdown, English language learners, gender, parent participation, teachers with M. A. degrees or emergency credentials, experience levels and professional development of teachers;
2. recent school conditions;
3. current interventions and effectiveness;
4. current context of school.

By the time you complete the background statement, your reader should be ready for the very brief problem statement as the logical conclusion of this section.

5. Statement of problem: “The problem was that…."
This is the hardest part of the Master’s Degree Action Research Project. Your clarity in stating the problem will drive the rest of your work. Only one or two sentences are required here.

6. Purpose of the Study: Intervention
Describe your intervention. Then complete the statement “The purpose of the study was to…” Labor over this section because a clear statement of the intervention and the purpose of the study is the very foundation for the rest of your paper. Link your purpose and your intervention directly to your problem. Only one or two sentences are required here to explain the purpose. See Appendix C for examples of Problem and Purpose Statements.

7. Research Questions
Research questions are based on factors that the researcher thinks influence or will solve the stated problem. The keys to good research questions are answering who, what, when, where, and how (not why).

Generally you need from three to five research questions. Each research question requires an instrument and a source of data. One or more of the research questions might be answered by previous research in the search of the literature (Annotated Bibliography).

Each research question will serve as the structure for this section and each research question must be answered with findings in the section entitled *Research Findings*. The Research Questions need to be revisited and revised frequently as you become more informed during your study.

8. Review of Literature
The review of literature should contain a balanced list of significant seminal sources such as books, refereed journal articles, and a limited number of reliable Internet resources. The sources should be guided by the Problem Statement and Research Questions. What does the research and best practice say about your problem statement for your research project?

The Review of Literature has two parts: the Annotated Bibliography and the General Summary.

*Annotated Bibliography*
Each of required citations (15 for individuals, 20-30 for teams, depending on the number of people on the team) in the Annotated Bibliography consists of four parts:

2. Summary: the key points of the author(s),
3. Strengths and Weakness of the book or article which might include the validity of the research methodology, and
4. Contributions to the identified problem in your research study.

Place the annotated bibliographies in alphabetical order by the last name of the first author. Print them in continuous form. The annotated bibliography is placed in the Appendices.

*Summary*
After completing the annotated bibliographies, write a two to four page narrative that summarizes the relevance of your literature search to your problem. The summary should reflect prominent themes and/or consistent findings and credit given to the appropriate authors. Use correct APA formatting (5th edition) for all references.

See Appendix B for sample annotated bibliographies.

9. Methodology
The Methodology is the plan for your action research. It is recommended that you use the following headings:
1. **Description of Intervention**: defines the intervention
2. **Participants**: the specific participants in the study; how and why they were selected. Identify when your IRB proposal was approved.
3. **Instrumentation**: describe in detail sources of data that you employed, data-gathering instruments, and procedures you used to analyze data (surveys, interviews, tests, cumulative folders).
4. **Data Collection Procedures**: describe how you collected the data using each instrument.
5. **Data Analysis**: describe what you did to analyze the data (comparing pre-intervention and post-intervention scores; comparing this year’s average to last year’s average, mean scores or individual scores; comparing one type of score to another; frequency of specific responses; patterns of positive responses) and how you organized and displayed it (charts, graphs, tables).

You can organize this section by first writing a time line/a to-do list of everything you will do in your research. Be very specific. For example, if you develop a survey, include a description of how you developed it, who you had review it as an expert panel, who piloted it, how you administered it and to whom, how you guaranteed a maximum return rate, and what you did with the data. Place the survey itself in the appendix.

This section on Methodology is updated over and over again until the last draft of the Action Research Project is approved by the professor.

Always use past tense in your final report although when you first write it, everything will be in the future.

**10. Research Findings**

This is the major part of your report. The narrative should be about ten pages in length. Report your research findings by restating and answering each of your research questions. Present your findings in great detail since this is the very heart of your Action Research Project in which you describe how effective your planned intervention was. Clarify your findings through tables, diagrams, graphs, and figures. Help the reader by numbering, entitling, and explaining tables and figures. All charts, graphs, and tables will be numbered sequentially. APA requires that figures and tables be identified in the text; you will need to use APA style for all figures and tables (Appendix F).

**11. Conclusion**

Interpret your findings without repeating them. Read into the facts. Dig under them. Speculate about the meaning of the facts. Tell the reader what the facts really mean. Help the reader understand what is most important in your investigation and how it relates to student learning. The key idea here is subjective judgment based upon factual information, not opinion drawn only from your feelings. State your conclusions in relationship to your research questions. This discussion is the capstone of your formal report. It is important that data be reported in the findings, not the conclusions.
12. Recommendations
This part of the Action Research project is fun because most of us like to tell other people what they ought to do. From your findings and conclusions, you should be able to make recommendations that might help someone else improve student learning. Recommend action to educators, the board of trustees, the superintendent, or your school principal. Describe how they might improve the district, school, or classroom based on your study. Although recommendations may be visionary, they must be doable if the research is to be taken seriously. Recommendations can include suggestions for future research studies or how to continue this study next year. Include at least three or four ideas in this discussion. If Research Findings were not conclusive, the recommendations should include what one still needs to do to make the findings more conclusive.

13. References
Follow the APA Publication Manual (5th edition) format carefully. All sources, including the entries in the Annotated Bibliography, cited within the Master’s Action Research Project should be referenced in this section.

14. Appendices
The appendices are the last section of the Master’s Action Research Project. All appendices should be referred to in the appropriate location in the text of your paper. Your annotated bibliography and IRB proposal acceptance are to be included in your Appendices. Appendices are listed alphabetically: Appendix A, Appendix B….

15. Evaluation of this process for you and your workplace.
Here is the opportunity to discuss and evaluate this action research process for you and your workplace. What difference has this process made in the quality of learning and life in your school or district? What would you do differently if you could start this project again? What impact has your engagement in this cycle of inquiry had on student learning? Have procedures or processes for teaching and learning changed? Reflect on your own key learnings and/or those of your team.

Components of the Master’s Degree Action Research Project Plan B (This can serve as a table of contents for your paper.)
1. Title page*
2. Abstract**
3. Table of contents**
4. Background to the problem*
5. Problem statement*
6. Purpose statement*
7. Research questions*
8. Review of literature* (begins in EdAd 200-201)
9. Methodology*
10. Research findings**
11. Conclusions**
12. Recommendations**
13. References**
14. Appendices** (includes the annotated bibliography and IRB proposal acceptance)
15. Evaluation of this process for you and your workplace**

*Required in Ed Ad 202 or Ed Ad 221.
** Completed in Ed Ad 253.

Suggested Readings

Reference/Instruction Librarian
Dr. Martin Luther King Jr. Library - San Jose State University
One Washington Square
San Jose, CA 95192-0028
(408)808-2038
APPENDIX A: SAMPLE TITLE PAGE

THE RESULTS OF IMPLEMENTING ACCELERATED READING

AT

HOPE ELEMENTARY SCHOOL

AN ACTION RESEARCH PROJECT

A Research Paper

Presented

To

The Faculty of the Department of Educational Leadership

College of Education

San José State University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts

Focus: Education Administration and Supervision

Plan B

Student Name

April 2008

Summary

This article reviews several classroom techniques and uses examples that show the use of authentic assessment at an ecology education center. The authors examine the following techniques: portfolio assessment, essay and scaffolded essay assessment, and performance assessment. These assessment tools are used to have students explore their understanding and application of knowledge. Learning objectives, developing a scoring system, administering assessments, scoring and analyzing data are things to consider when designing an assessment.

Strengths and Weaknesses

This article suggests several good ways to use assessment in an informal educational setting. It gives examples of how many programs already have students record in a journal and how that can be used like a portfolio. It also suggests ways to administer the assessment. The article is honest about the time and money it takes to develop and implement an assessment program, but it also conveys the excitement and improvement that assessments bring a program.

Contributions

This article was shared with the staff at Walden West Outdoor School. The article is very clear on how to use assessment techniques in an outdoor setting. By reading the assessment necessities, the staff had a better idea where to start designing the assessment.

Summary

This work clearly addresses the essentials of writing and suggests structures to use in establishing a writing workshop. Calkin poses questions most frequently asked by educators and cites chapters and/or specific pages to read that will address or answer those questions.

Strengths and Weaknesses

Calkin’s book is clearly written and describes the art of teaching writing very concisely. It is very easy to find answers to specific questions or concerns by using her reference guide. The only weakness is the sheer length of the book.

Contributions

The chapters on conferencing and author’s chair to support literacy chats were used with colleagues. The structure of writing workshop as exemplified in her book assisted in setting up the classroom workshop routines.


Summary

This article serves as a guide for teachers in the classroom, focusing on how to develop rapport with students so that they feel safe, secure and heard. It discusses how to establish core values: respect, trust, responsibility, and empathy towards others. The article also discusses conflict resolution and practicing diffusing skills to avoid power struggles.

Strengths and Weaknesses

Curwin and Mendler are very thorough and cover many components that determine the
success of keeping a school campus free of violence. The segment on teaching with boundaries
and using methods of developing class rules so that everyone buys into them and shares
ownership for creating them was especially good. This is mostly done through a democratic
process, where youth serve as the monitors for class behavior. The methods of defining class
rules take time and follow specific steps. The teacher can veto the rule if it falls into any one of
the following categories: it violates school-wide policies, it does not match one of the teacher's
important values, or it interferes with the learning process. Students vote on the rules before they
are adopted.

Contributions

Even though this article focused on a violence free classroom, it shared common themes
for safety on campus, such as: use of lights, weapon and drug searches, installing closed circuit
cameras, safe ingress and egress to and from school, removal of overgrown shrubbery around
windows and high traffic areas, having a campus resource officer and lastly, creating and
practicing the school crisis response plans. The authors outline a school violence action plan that
uses the same format as the S.E.M.S. and they encourage involvement from not only law
enforcement, but also parents and students, in formulating an action plan against school violence.

for Supervision and Curriculum Development.

Summary

This book discusses proper questioning techniques in order to create a better learning
environment. The authors state the difference between surface learning and that, which is
meaningful. The authors force in-depth questions backed up with good arguments and
conclusions to support the answers. The authors also point out the differences between different
questioning approaches and the developmental process involved to move from naïve to sophisticated understanding. Interwoven into the book are the guidelines explaining how to create sound assessments in order to gather pertinent and non-superfluous data based on questioning techniques.

Strengths and Weaknesses

This book is comprehensive and very focused upon the topic of creating true understanding. The authors take the reader through a well-developed, systematic and thought-provoking blueprint describing how to form meaningful questions in order to help facilitate deeper understanding.

Contributions

This book helped give greater depth to the questions asked in order to determine staff needs and progress. Teachers were interviewed using the questioning techniques outlined in the book so that the researcher could gather only the most pertinent data in the short amount of time allotted. Though the book focuses primarily on student learning, it was an easy jump to broaden the scope and use it for this research. The model presented in this book was also used to design the program for both students and teachers. It was agreed that teachers’ workshops should not be centered on learning isolated skills but instead be centered on learning skills in relationship to where technology would best fit within their curriculum. Computer literacy for students would also be taught in the same manner thus providing a richer experience for all.
APPENDIX C

PROBLEM AND PURPOSE STATEMENTS

THE PROBLEM STATEMENT ADDRESSES A BASIC DIFFICULTY, AREA OF CONCERN, OR A FELT NEED. Your problem statement should be able to answer the question: “What is your study about?”

THE PURPOSE STATEMENT EMPHASIZES THE PRACTICAL INTERVENTION OR OUTCOME, e.g., “The purpose of this study was to ....

Sample Problem and Purpose Statements

PROBLEM STATEMENT: The problem was that the ninth grade writing scores at Deluxe High School have consistently dropped over the past five years.

PURPOSE STATEMENT: The purpose of this action research was to determine whether implementation of a pilot ninth grade writing program, Writing Challenge, would result in increased writing scores for the ninth graders at Deluxe High School.

PROBLEM STATEMENT: The problem was that student test scores over the past five years, at Caren Elementary, drop at fourth and fifth grades in language arts.

PURPOSE STATEMENT: The purpose of this action research was to design and implement a professional development program for teachers that included collaboration and on-going assessments to improve language arts test scores for fourth and fifth grade students.

PROBLEM STATEMENT: The problem was that both test scores and student interviews showed that eighth grade students were not meeting standards in history/social science.

PURPOSE STATEMENT: The purpose of this action research was to implement a new history/social science curriculum focused on the study of local and community issues to improve students’ academic performance and motivation in history/social science.
APPENDIX D

*IMPORTANT INFORMATION: HOW TO APPLY FOR YOUR M. A. DEGREE*

It is your responsibility, as a graduate student and a candidate for the M. A. degree, to complete the two forms required for the M. A. diploma and submitting them to the Graduate School, which awards the M. A. degree for the University. The first must be completed by October 1 for students who expect a degree to be awarded in May.

1. **The Departmental Request for Candidacy form**
   This form lists all of your courses and must be signed by the departmental chair who turns it in to the Graduate School by October 1. In order to be eligible for candidacy for the M. A. degree, you must have completed 9 graded units by October 1. This form is distributed in the classes of all professors who teach Tier 1 second year courses, completed by each student, signed by the departmental chair, and submitted to Graduate Studies. You must list 30 units only on this form.

2. **Graduate Studies will evaluate your application form, Departmental Request for Candidacy.** Graduate Studies will send you a letter in October, announcing whether or not you qualify as an M. A. candidate.

   You must respond to this letter immediately by completing the form, Application for the Award of the M. A. Degree, and faxing it immediately to Graduate Studies at 408-924-2777. Keep a copy of this very important document. This form will also be distributed in your fall semester classes or you can download it from [www.sjsu.edu > Graduate Studies > forms.](http://www.sjsu.edu)

   It is your responsibility, as a student and M. A. candidate, to complete this form and turn it in to Graduate Studies. Print or type your name precisely because this will be printed on your diploma. The address you list is the address to which your diploma will be mailed after the graduation ceremony in May.

   If you have not received a letter from Graduate Studies by December 1, admitting you to M. A. candidacy, call the departmental chair. You cannot graduate or receive your M. A. degree unless Graduate Studies has received and processed the form Departmental Request for Candidacy by October 1 AND the form Application for the Award of the M. A. Degree by February 1. It is each student’s responsibility to complete the two forms and get them to Graduate Studies.

3. **Incomplete Grades**
   A grade of Incomplete (I) can be awarded by the professor of a course for which the student has completed 80% of the work required and needs a short time to complete 100% of the work. An incomplete grade for any course is automatically converted by Admissions and Records to the grade of F one year after the semester for which the student took the course. It is the student’s responsibility to clear the Incomplete by handing in the additional 20% of the required work before the year expires. Professors have the option of the grade of F instead of an Incomplete if 80% of the work is not completed by the last day of the course.

   Deadline dates for final approval of the Action Research Project for the Master’s degree:
   
   a. By April 15 for May graduation
   b. By July 15 for August graduation
   c. By November 15 for December graduation
APPENDIX E  
Table of Contents

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Purpose statement 7
Research questions 8
Review of literature 12
Methodology 15
Research findings 20
Conclusions 28
Recommendations 31
References 34
Appendices 35
Evaluation
When to use figures

Many authors choose to use figures when they want to convey a pattern of results that would be difficult to see in a table. Figures are also used to supplement text. For example, if you are trying to describe the apparatus used in your experiment, including a picture of the apparatus will help the reader understand what you are trying to say.

How to use figures

Each figure should be identified by a number, in the order that they appear in the text (e.g., Figure 1, Figure 2, etc.). When using a figure, you need to refer to the figure in the text (e.g., "As shown in Figure 1,...") and point out to the reader what they should be looking for in the figure. You should only use a figure if it complements the text, but does not duplicate it. As with tables, you should not explain everything that is in the figure or else the figure is not necessary. Only mention the most important pieces of information from the figure.

Choose the type of figure (e.g., chart, graph, or illustration) that will best convey the point you are trying to get across. You do not have to draw the figure yourself. Feel free to let your computer generate it, especially if you want to include graphs and charts. Make sure that all elements of the figure are large enough to be legible.

Figures should appear at the end of your paper, after any tables. Each figure should have a caption. The caption will serve as the title of the figure and therefore should clearly and succinctly describe the figure. All figure captions should be typed together on a separate page (see [sample paper]). Each figure should appear on a separate piece of paper, but should not include a title or figure number. When ordering your figures, be sure to put the page(s) with the figure captions first and then make sure the figures are in numerical order. Example of a chart:

However there were smaller decreases in the areas of boundaries and expectations and commitment to learning. See table 1.

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>22.56</td>
<td>23.11</td>
<td>0.55 significant growth</td>
</tr>
<tr>
<td>Empowerment</td>
<td>22.04</td>
<td>22.61</td>
<td>0.57 significant growth</td>
</tr>
<tr>
<td>Boundaries &amp; Expectations</td>
<td>24.20</td>
<td>23.73</td>
<td>0.47 smaller decrease</td>
</tr>
<tr>
<td>Constructive Use of Time</td>
<td>18.14</td>
<td>18.46</td>
<td>0.32 smaller growth</td>
</tr>
<tr>
<td>Commitment to Learning</td>
<td>21.81</td>
<td>21.77</td>
<td>0.04 smaller decrease</td>
</tr>
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</table>
Action Research Project Rubric

<table>
<thead>
<tr>
<th>EXCEEDS STANDARD</th>
<th>MEETS STANDARD</th>
<th>PARTLY MEETS STANDARD</th>
<th>REVISIONS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ACTION RESEARCH KNOWLEDGE</td>
<td>能力 to define 10 key elements of Action Research.</td>
<td>Develops the 10 key elements. The whole research process is developed in the 10 key elements. They fit together and demonstrate clear relationships. Each builds on the preceding element(s).</td>
<td>Some areas developed. Partly defines the whole research process in the 10 key elements. Some elements are interrelated among the 10 elements.</td>
</tr>
</tbody>
</table>
| 2. RESEARCH PRACTICE Demonstrates skill in the use of the annotated bibliography in the Literature Review and practices. |Exceptional ability to identify multiple sources of data at many levels. Excellent skills in utilizing and storing data in multiple formats. Excellent skills presenting data in graphic and narrative forms with clear meaning. Data are disaggregated and triangulated. |All citations complete and in correct format. Annotations well written, including analysis and evaluation of the source as well as how it was found (which search tool was used). Develops the annotated bibliography and exceptionally writes a one or two page narrative that summarizes the relevance of the literature search to the problem statement. |Limited ability to provide clear data meaning in graphic and narrative form. Some data are not clearly defined. | }
<table>
<thead>
<tr>
<th>PARTLY MEETS STANDARD</th>
<th>REVISIONS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. DATA MANAGEMENT</td>
<td>Knows how to retrieve, manipulate and analyze data.</td>
</tr>
<tr>
<td>4. INTERVENTION</td>
<td>Formulates appropriate intervention.</td>
</tr>
<tr>
<td>5. REFLECTION</td>
<td>Demonstrates skill through reflection and personal practice.</td>
</tr>
</tbody>
</table>

Positive Values | Social Competencies | Personal Identity |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21.05</td>
<td>22.70</td>
<td>20.78</td>
</tr>
<tr>
<td>21.79</td>
<td>22.78</td>
<td>22.13</td>
</tr>
<tr>
<td>0.74 significant growth</td>
<td>0.08 smaller growth</td>
<td>1.35 significant growth</td>
</tr>
</tbody>
</table>
### Self Evaluation for EdAd 200 Management Issue Project

**Team Name: ____________________________________________**

The following CPSEL standards were used to design the School Management Issue Activity. In completing the project with your team, how do you rate your learning?

**Check the box that applies.**

<table>
<thead>
<tr>
<th>Calif. Professional Standard for Educational Leaders</th>
<th>Little</th>
<th>Some</th>
<th>Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn to establish school structure, patterns, and processes that support student learning. (3.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be able to utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively. (3.6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate skills in decision-making, problem solving, change management, planning conflict management and evaluation. (5.1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Be prepared to provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility. (2.6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make and communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices and equity. (5.3)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Generally, how close are you to meeting the above standards?

________________________________________________________________________

________________________________________________________________________

______________

What grade would you give yourself? Why?

________________________________________________________________________

________________________________________________________________________

______________

What grade would you give your team? Why?

________________________________________________________________________

________________________________________________________________________

______________
### Management Task Rubric

<table>
<thead>
<tr>
<th>Area of Work</th>
<th>In Progress 1</th>
<th>Acceptable 2</th>
<th>Excellent 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background:</strong> Clearly argues for the issue as an important and worthwhile issue. The reader can follow the connection between the history of an issue and the intervention offered.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem statement:</strong> Directly infers from the background. Statement is concise and coherent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> Makes a direct link between theory of action and the problem statement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questions:</strong> Lists queries that increase the likelihood of success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intervention:</strong> Is well thought out, engages others in solution planning, and seems likely to succeed in addressing the problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence:</strong> Uses data to monitor progress throughout the implementation of the intervention. Shows how it went and demonstrates how reflective the effort was.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning:</strong> Shows what was learned and offers areas for consideration for future leadership efforts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Section 6. Assessment for Educational Leadership Students**

**Analysis of Students meeting standard in Educational Leadership courses by semester**

**Student Progress for each of four semesters for the two year program**

1. Using the Student Learning Outcomes, faculty members have been collecting student performance data since the 2004-2005 academic year. Results from fall 2007 are shown below.

2. The faculty collaborated and decided as a group:

2.1 to require students to meet all of the standards set by the California Commission on Teaching Credentials (CCTC) (also issues administrative credentials) and standards adopted by the professional association, the California Professional Standards for Educational Leaders (CPSELs),

2.2 to identify which standards were appropriate for which course,
2.3 to identify signature assignments for each course which would one measure of the students meeting the appropriate standards,

2.4 to use common grading rubrics and/or scoring guides for major assignments,

2.5 to retain the J-curve measure for Education Leadership courses instead of replicating the Bell curve, i.e. that students would be required to rewrite major assignments until they all met standard. Therefore the assessment of student progress would be roughly equivalent to grade of A if the student met Standards with the first draft of the major assignment, B or C if the student required one or two rewrites, C or D if the major assignment were late or overdue without plausible reasons. As always, the judgment of the instructor is the final measure.

**Results:**

1. A template was designed by the faculty to measure student progress in each section of each course.

2. Faculty reports of student progress each semester would use the template to report student progress.

3. End-of-semester reports of student progress on major assignments were reported to the departmental chair for analysis and comparison.

4. This procedure was implemented in the fall semester 2004.
WASC Standard 2: Assessment
Ratings and success rates are listed by major assignments which the faculty identified as the measures for assessing student progress in specific fall 2007 and spring 2008 Education Administration courses.

CCTC Category III: Standard of Candidate Competence and Performance

Number of students: 398
Professor(s): Dr. Marsha Speck, Kristyn Klei, Dr. Stephen Kay, Dr. Gary Stebbins, Art Darin, Nancy Serigstad, Connie Benton, Donna Vaughan, Pat Stelwagon

<table>
<thead>
<tr>
<th>Assignment/Question Number</th>
<th>200/201: Essential Questions</th>
<th>203-204: EQs/Personal Values</th>
<th>205/206: Coherence Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>200/201: Essential Questions</td>
<td>203-204: EQs/Personal Values</td>
<td>205/206: Coherence Report</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count of students</td>
<td>159</td>
<td>99</td>
<td>140</td>
</tr>
<tr>
<td>% of students</td>
<td>93.7%</td>
<td>75.6%</td>
<td>100%</td>
</tr>
<tr>
<td>% of students</td>
<td>6.3%</td>
<td>23.2%</td>
<td>0</td>
</tr>
<tr>
<td>1/Incomplete</td>
<td>1/Incomplete</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>C or D</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Specific Rubric</td>
<td>Holistic Rubric</td>
<td>Holistic Rubric</td>
<td>Scoring Guide</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Standard 1, 2</td>
<td>Standard 14</td>
<td>Standard 2</td>
</tr>
<tr>
<td>Standard 5</td>
<td></td>
<td></td>
<td>Standard 1, 3, 4 &amp; 6</td>
</tr>
<tr>
<td>Standard 6</td>
<td></td>
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<td>Standard 6</td>
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</table>

### Table:

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<tr>
<td>Standard 5</td>
<td></td>
<td></td>
<td>Standard 1, 3, 4 &amp; 6</td>
</tr>
<tr>
<td>Standard 6</td>
<td></td>
<td></td>
<td>Standard 6</td>
</tr>
</tbody>
</table>
**Student Learning Outcomes (SLO)**

*Blank cells show the class was not taught during this reporting period.*

**Educational leadership students will:**

**#1.** demonstrate skill (attitudes, learning, reflection, insight, action, experience, impact) in promoting the role of schooling in a democratic society by:

(a) expressing a clear personal vision, (b) understanding how to facilitate the development of a shared vision through collaboration and collegiality, (c) developing professional ethical beliefs and practices, and by (d) implementing change and reforms based on research and best practices.

**#2.** understand, respond to, and influence the diversity (racial, cultural, political, economic) of the school community by identifying and addressing positive actions and barriers to achieve the school’s vision.

**#3.** lead change (attitudes, learning, reflection, insight, action, experience, impact) through theory and practice by: (a) demonstrating a deep understanding of human and organizational change dynamics, (b) managing personal change well, (c) supporting others in the change process, and (d) facilitating the effective use of data to evaluate and review decisions.

**#4.** demonstrate school leadership and management strategies (attitudes, learning, reflection, insights, action, experience, impact) by demonstrating an understanding of leadership theory/practice and institutional/organizational theory/practice.

**#5.** be well grounded (attitudes, learning, reflection, insight, action, experience, impact) in his/her own knowledge of learning by (a) utilizing cycles of inquiry, research, reflective practice which demonstrate a personal code of ethics, and productive habits of mind, (b) understanding the impact of attitudes and perceptions in creating positive learning environments, (c) promoting multiple methods and structures that support knowledge (acquiring, integrating, assessing, supporting, extending and refining), and by (d) creating varying approaches to schooling which promotes using knowledge and data meaningfully to improve teaching and learning.

7.30.07
Portfolio Expectations (For Teams)

in fulfillment of the culminating experience for the MA Degree in Education with a focus in Administration and Supervision Teacher Leadership Program

Purpose
The state and the university expect candidates for the Master’s degree to demonstrate mastery of skills, attitudes and behaviors, as well as competence in application, which relate to the field of study.

If the MA Program in Teacher Leadership has fulfilled its promise, each candidate should be able to demonstrate personal, team and school growth resulting from completing the course of study.

Preparation
You should approach this as a working portfolio in order to document your learning throughout the program. You are encouraged to maintain a filing system in which you keep your MA work and reflections, sorted by the areas required in this portfolio.

All writing should reflect the rubric for each paper.

Prerequisites
Candidates for the MA in Teacher Leadership must have completed all courses required for the degree prior to and/or during the semester in which they demonstrate competence.

Portfolio Guidelines
1. All written portions of the portfolio are to be typed in 12-point font.
2. The written sections of the portfolio are to be contained in a binder or a box. Do not use plastic sleeves.
3. Substantiating evidence should be attached to the appropriate writing. Substantiating evidence does not have to be retyped.
4. Your fieldwork supervisor is the person responsible for both coaching your team in the portfolio writing process and approving each section as it comes due.

Procedures
Given the school leadership team emphasis within this program, it is expected that the team will submit one collaborative portfolio. The portfolio should be divided into the following components:
• **A cover page**
  1. Each Person’s Name
  2. Each Person’s Position/Title
  3. Work Site Name (list all)
  4. Works Site Address (list all)
  5. Work Phone Number (list all)
  6. Work Site Email and/or Personal Email Address
  7. Work Supervisor’s Name (list all)
  8. Your SJSU Advisor’s Name

• **Section I - Personal Growth**

Each team member will complete the following **required elements**.

**Paper 1/Individual**: A reflective paper (three pages single-spaced) that indicates ways you feel you have grown as a leader, with specific references to your growth in the areas of **administrative concepts and management strategies** and **building equity in diverse communities**. Reflect on other portfolio entries, school related leadership activities, lessons learned by working as a leadership team and on school change issues. Include at least some specific data from your school, including input from selected staff and the principal regarding your growth as a leader. Your writing should contain references to the individual writing prompt you did for admission to the program and references to your responses to the Essential Questions. In your explanation draw on and refer to concepts and themes from course readings, class discussions, and activities.

Each piece of evidence referred to must back up assertions made regarding growth in each area. Examples of substantiating evidence may be:
  - evidence from your workplace
  - entries from your journal
  - the variety of assessment tools used in class
  - course assignments

This section works best when you organize your writing around a metaphor that speaks to your leadership style or leadership situation.

**Paper 2/Individual. Personal narrative “story from the heart”** (2 pages single-spaced) around a compelling issue dealing with **administrative concepts and management strategies** and **building equity in diverse communities** from which you learned much more about yourself as a leader.

This is a personal narrative around a compelling issue or dilemma you have faced (that relates to administrative concepts and management strategies and building equity in diverse communities) from which you have learned more about yourself as
a leader.

The paper has a strong beginning, middle, and end. This storyline reveals the problems experienced with some history and attempts at solution. The problem communicates its significance to the reader. The writing style has sensory details which place the reader in the moment and has the writer’s voice.

• Section II - Team Growth

To be done as a group endeavor. The following elements are required:

**Paper 3/Team:** A case (2-3 pages single-line spaced) that describes one dilemma-based leadership activity of substance taken by your leadership team which dealt with the role of schooling in a democratic society and building equity in diverse communities. What you did and the impact of these actions, problems that arose, the process used to solve the problems, what you learned about working as a team, and what you would do next time. (You may want to use your Management Task as the basis for this paper.)

**Paper 4/Team:** A reflective paper (2-3 pages single-spaced) that indicates how the habits of mind (using data, focus on equity, backward planning, building relationships, courageous followership, collaborative problem solving, best practice in professional development,…) taught in this program have influenced your growth as a leadership team. Your writing should contain references to the individual writing prompt you did for admission to the program and references to your responses to the Essential Questions. In your explanation draw on and refer to concepts and themes from course readings, class discussions, and activities. Kinds of substantiating evidence from which to draw your assertions include:

- evidence from your workplace
- selected entries from your journal and/or entries from a team journal
- course assignments

• Section III - School Growth

**Paper 5/Team:** A case study (3-5 pages single-spaced) that describes one significant issue around systemic reform/managing and leading change and building equity in diverse communities at your school. Write a summary of how your school has changed over the last two years and the impact of your leadership team on the change. Your writing should contain references to the individual writing prompt you did for admission to the program and references to your responses to the Essential Questions. In your explanation draw on and refer to concepts and themes from course readings.
Your summary should include an explanation of what happened and an analysis of the change supported by concepts from your readings and experiences. How was the issue dealt with? What was the involvement of your team and each member of the team? What was the outcome? What were the lessons learned? What will your team continue to do to insure that this work continues at your site? Examples of substantiating evidence may be:

- evidence from your workplace
- entries from your journal and/or entries from a team journal
- course assignments
- assessment tools used in class
- Resiliency Questionnaire
- your action research project

• **Section IV - Action Research Project**

Include a copy of your action research project. Be sure that you have clearly demonstrated each of your abilities to *research and reflect on practice.*
<table>
<thead>
<tr>
<th>Portfolio for MA &amp; Preliminary Administrative Services Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task:</strong></td>
</tr>
<tr>
<td>________</td>
</tr>
<tr>
<td><strong>Paper #1</strong></td>
</tr>
<tr>
<td><strong>Paper #2</strong></td>
</tr>
<tr>
<td><strong>Paper #3</strong></td>
</tr>
<tr>
<td><strong>Paper #4</strong></td>
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<tr>
<td>Paper #5</td>
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<tr>
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<tr>
<td>A.R.P.</td>
</tr>
</tbody>
</table>
PORTFOLIO ASSESSMENT for Tier 1 (for Individuals)

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:

1. 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.
2. A current brief résumé.
3. The Approved Program for Preliminary Administrative Services Credential Checklist.
4. A self-assessment of your current administrative knowledge and skill mastery using the Portfolio Personal Assessment.
5. Achievement Summary for ED AD 242 for both semesters.
6. 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
   - Inquiry, Research, Learning, and Reflective Practice

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

7. **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.

8. **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.

9. **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.
10. 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.

11. Inquiry, Research, Learning, and Reflective Practices
   • A copy of your completed Action Research Project.
   • A two (2) page reflection on how research and reflective writing have improved your leadership skills.

12. 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.

13. 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.

14. 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 résumé
   • 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 both 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.

15. 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 your portfolio in a formal meeting with your SJSU advisor and work supervisor, your SJSU advisor will sign off on your demonstration of competence, accepting your portfolio as the final evaluation of your program. You will then hand in the seven copied items required for your permanent file at SJSU.

16. All portfolios will be turned in to the Educational Administration Department for review by faculty. Portfolios may be displayed at the graduation dinner in May and may be picked up there or by June 1 at the Educational Leadership Department office.

Checklist for Tier 1 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 résumé.

☐ 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 ED AD 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:

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

- 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.

- 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.

- 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.

- 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.

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

- 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.

- 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 résumé
  - 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 both 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 your portfolio in a formal meeting with your SJSU advisor and work supervisor, your SJSU advisor will sign off on your demonstration of competence, accepting your portfolio as the final evaluation of your program. You will then hand in the seven copied items required for your permanent file at SJSU.

☐ All portfolios will be reviewed with your Advisor and may be turned in to the Educational Administration Department for review by faculty.

Educational Leadership Rubric for Evaluating Tier 1 Portfolios (for Individuals)

<table>
<thead>
<tr>
<th>Administrative Concepts and Management Strategies</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Revision Required</th>
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<tbody>
<tr>
<td>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.</td>
<td>Demonstrates understanding and reflection of leadership, management concepts, and application of knowledge and skills to the on-going operation and improvement of schools.</td>
<td>Some evidence of understanding and reflection of leadership and management concepts, but little evidence of application of knowledge and skills</td>
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<thead>
<tr>
<th>Role of School in a Democratic Society</th>
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<tbody>
<tr>
<td>Clearly demonstrates the school as a part of the larger society by authentically engaging the community and students.</td>
<td>Demonstrates understanding that the school is a system that is closely linked to the larger society.</td>
<td>Some understanding that the school is a system that is closely linked to the larger society.</td>
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</table>

<table>
<thead>
<tr>
<th>Building Equity in Diverse Communities</th>
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<tbody>
<tr>
<td>Taken important steps to advocate for equity and improve student success within a diverse community.</td>
<td>Demonstrates understanding that advocacy for equity optimizes student success within a diverse community.</td>
<td>Little evidence of understanding of equity and its connection to success for all students.</td>
<td></td>
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<tr>
<th>Managing and Leading Change</th>
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<tbody>
<tr>
<td>Strong evidence of actually implementing systemic change strategies and creating the appropriate support for sustainability.</td>
<td>Demonstrates skills to manage and support appropriate change that ensures success for all students.</td>
<td>Little evidence that the change and/or support was linked to the success for all students.</td>
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<tr>
<th>Research and Reflection on Practice</th>
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<tbody>
<tr>
<td>Uses research, reflection and action in order to maximize learning for all students.</td>
<td>Uses research and reflection in order to maximize learning for all students.</td>
<td>Little evidence between the use of research and reflection in order to maximize learning for all students.</td>
<td></td>
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<tr>
<th>Mechanics</th>
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<tr>
<td>All components are present and match the order given in checklist with an introductory reflective paragraph where relevant. 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. Includes a self-assessment of current administrative knowledge and skill mastery using the Portfolio Personal Assessment and the five themes. Reflective writing refers to topic and its relation to classes.</td>
<td>All components are present and match the order given in the checklist. At least two exhibits demonstrate competency in each of the five themes. Includes a current self-assessment of administrative knowledge and skill mastery using the Portfolio Personal Assessment. Reflective writing refers to topic and its relation to classes, readings, simulations, applications transferred to work, and future learning goals.</td>
<td>Some components are missing or do not match the checklist. Fewer than two exhibits for each of the five themes. Self-assessment of administrative knowledge and skill mastery using the Portfolio Personal Assessment is missing. Reflective writing includes few or no reference to topic, classes, readings, simulations, application transfer to work or future learning</td>
<td></td>
</tr>
</tbody>
</table>
Section 3. Scorer Training Information

Re-Calibration Activities

Since professors collaboratively created the rubrics, and they meet regularly to discuss student work, re-calibration has occurred in an on-going manner. During summer 2008, the department will examine the alignment of the signature assignments, readings, class activities, instructional strategies, and related rubrics (and scoring guides).