

**AZUSA PACIFIC**  
UNIVERSITY

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**School of Education**

**Preliminary Administrative Services Credential  
Program Handbook**

**2019-20**

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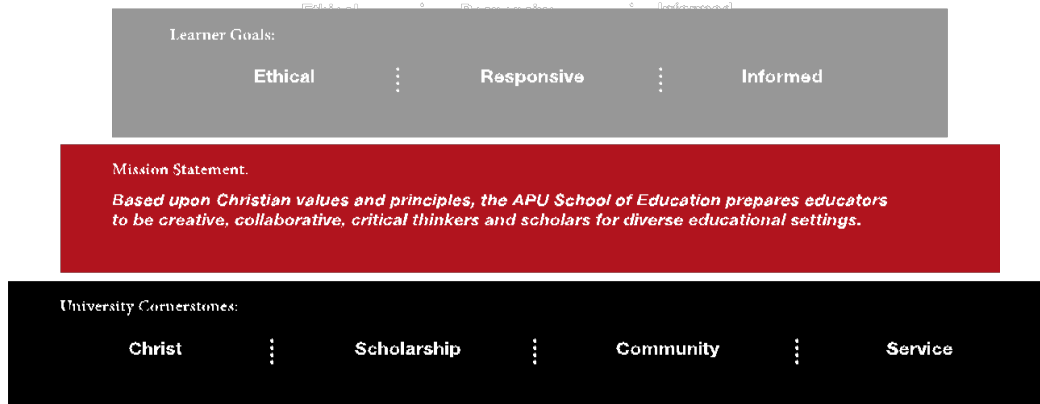
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## School of Education Conceptual Framework



### **APU Mission Statement**

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education which encourage students to develop a Christian perspective of truth and life.

### **APU School of Education Mission Statement**

Based upon Christian values and principle, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.

### **APU School of Education Learner Goals**

We prepare....

1. ***Ethical*** educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice.
2. ***Responsive*** educators who practice reflective critical thinking in their engagements with diverse communities of learners.
3. ***Informed*** and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

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## **Exemplary Leadership Through the California Professional Standards for Educational Leaders (CPSEL)**

CPSEL 1: Development and Implementation of a Shared Vision

CPSEL 2: Instructional Leadership

CPSEL 3: Management and Learning Environment

CPSEL 4: Family and Community Engagement

CPSEL 5: Ethics and Integrity

CPSEL 6: External Context and Policy

Adopted by the California Commission on Teaching Credentialing, August, 2018

## **1.0 PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM**

### **1.1 Purpose and Overview**

In the Preliminary Administrative Services Credential (PASC) program, candidates will gain foundational knowledge for their first administrative assignment through an aligned program of coursework, fieldwork experiences, and preparation for the California Administrative Performance Assessment (CalAPA). The course content is aligned with the California Administrator Content Expectations (CACEs) and the California Administrative Performance Expectations (CAPEs) and candidates will complete six content courses that contain the concepts and research to prepare culturally responsive leaders who support the learning of every child. Candidates will also participate in practical fieldwork experiences that are aligned to the content course work and designed to facilitate the application of theoretical concepts in authentic settings. Each candidate will be introduced to the major duties and responsibilities authorized by the administrative services credential. Field experiences will include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation (see California Commission on Teacher Credentialing (CTC) [Administrative Services Credentials Program Handbook](#)). All field experiences are aligned with the California Professional Standards for Educational Leaders (CPSELs).

### **1.2 Course Content Expectations**

The course content is directly aligned with the California Administrative Content Expectations (CACEs) and the California Administrative Performance Expectations (CAPEs) adopted by the CTC. Also embedded in the course content are universal concepts identified as essential for Master's for Educational Leadership and PASC candidates. They include:

- Student-centered learning and well being
- Cultural proficiency
- Systems knowledge
- Data use
- Collaboration

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- Communication skills
  - Continuous improvement
  - Change process
  - Evidence-based practice

### **1.3 California Administrator Performance Assessment (CalAPA)**

Course content will also include an overview of the California Administrative Performance Assessment (CalAPA). The CalAPA is designed to assess the conceptual and practical knowledge of candidates in three Leadership Cycles with a focus on organizational development, change management, and instructional leadership. The three Leadership Cycles are:

1. Analyzing Data to Inform School Improvement and Promote Equity
2. Facilitating Communities of Practice
3. Supporting Teacher Growth

Consequential, full implementation of the CalAPA begins in the 2019-20 academic year for all candidates enrolling in a Commission-approved PASC preparation program on or after June 1, 2019. As of June 1, 2019, candidates who enroll in a PASC program will be held to meeting the CalAPA passing standard as a condition for earning a Preliminary Administrative Services Credential.

Starting June 1, 2019, candidates will pay a fee for each Leadership Cycle of the CalAPA. The fees are as follows:

- \$125 Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity
- \$150 Leadership Cycle 2: Facilitating Communities of Practice
- \$150 Leadership Cycle 3: Supporting Teacher Growth
- \$425 Total fees for the CalAPA

The Master's in Educational Leadership and PASC program is aligned with the CalAPA and instructors will assist students with additional information about the timing on taking the respective CalAPA Leadership Cycle.

### **1.4 Fieldwork Experiences**

Fieldwork experience is one of the most important aspects of the Preliminary Administrative Services Credential program. It affords the candidate the opportunity to apply the concepts and theories learned in professional graduate study courses to the work within the field in a practical manner to prepare to successfully serve as an administrator and instructional leader. Verifiable school-site or district-based experiences are planned jointly by the candidate, the supervising school or district supervisor, and the university supervisor during their enrollment in EDL 566 Fieldwork Introduction and Practicum. Experiences include the performance of actual on-the-job tasks or work assignments selected for their value in preparing prospective school administrators.

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The university supervisor will contact the student during the first 10 days of the semester to arrange a virtual meeting with the site supervisor and student.

Assessment includes both formative and summative measures. Formative assessment is given throughout the fieldwork experiences as candidates receive feedback from the site and university supervisors as they participate in and complete experiences. Formative assessment includes ongoing evaluation in Canvas for each fieldwork experience and a summative evaluation is given at the conclusion of the EDL 578 Fieldwork Practicum and Assessment course.

Fieldwork experiences involve closely supervised, planned experiences in partnership schools and include nearly all major duties and responsibilities authorized by the credential, under the supervision of persons holding a Clear California Administrative Services Credential, as well as instructional faculty designated by the School of Education at Azusa Pacific University.

**Seven significant, intensive field experience activities occur in one setting (elementary or secondary) in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator. The candidate is also required to engage in at least two additional meaningful field experience activities in a different setting than the candidate's regular field experience setting.** For example, if the student's primary placement for fieldwork is an elementary school, the student is required to complete two fieldwork experience activities at a middle school or high school. Conversely, a student whose primary placement is a middle school or high school is required to complete two fieldwork experience activities at an elementary school. Fieldwork experiences include intensive experiences both in the day-to-day functions of administration and in longer-term policy design and implementation.

The student populations at both the primary and alternate settings must include a diverse student population that is reflected by a racially diverse student body, students identified for special education services, foster youth, homeless youth, and/or schools where the predominant language is other than English.

Site and university fieldwork supervisors are carefully selected for the purpose of promoting candidate learning and for evaluating the candidate's proficiency in the performance of assigned fieldwork experiences.

Documentation of the specific scope, duration of the successful completion of the field experience planned for each candidate shall be a joint responsibility of the candidate and the University. Such documentation shall become a part of the formal records; shall conform to the requirements delineated by CTC; and shall be available for CTC review and evaluation.

As adult learners, candidates must take the responsibility of organizing their time so that both the student and the school of assignment benefit from the fieldwork experiences. Approximately 4-6 hours per week should be devoted to fieldwork. This may be scheduled before and after the regular school day or work year, during the day when release time is available, evenings and

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weekends when appropriate. The student should be prepared to assist the school administration during the weeks prior to the opening of school and following the closing of school in order to become familiar with the procedures of the opening and closing of the school year.

## **2.0 GUIDELINES AND REQUIREMENTS FOR ADMINISTRATIVE FIELDWORK**

The fieldwork portion of the Master's in Educational Leadership and the Preliminary Administrative Services Credential program is a collaborative approach that provides opportunities for the candidate to confer with the site supervisor at times, the university supervisor at other times, and in triads with both supervisors. This configuration of meetings ensures the candidate will have opportunities to debrief experiences, discuss educational theory and practices, brainstorm various ways of handling situations, and receive guidance and support in a mentoring atmosphere. Each member of the team has an important role in the successful completion of the fieldwork.

### **2.1 Fieldwork Guidelines**

The fieldwork process begins with the following steps:

- 1) The candidate schedules an initial meeting with the site supervisor after the supervisor agrees to mentor the candidate.
- 2) The candidate then works with the site supervisor to develop the outline/calendar for the fieldwork experiences based on the CAPEs and the needs of the school.
- 3) The candidate confers with the university supervisor to review the outline/calendar and establish a plan for completion of the experiences, develop a schedule of meetings, review the requirements for the narrative notebook and documentation and preview the culminating experience requirements.
- 4) The university supervisor must approve the outline/calendar and the plan, which sets the tone for-mentoring the candidate by the university supervisor.

The candidate is required to:

- 1) Secure agreement of the site supervisor for permission to conduct fieldwork experiences at the site.
- 2) Assume responsibility for meeting program deadlines, scheduling all meetings, and keeping channels of communication open at the school site and with the university supervisor.
- 3) Attend monthly meetings and maintain ongoing and frequent communication with the university supervisor.

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- 4) Develop an outline and calendar of nine (9) fieldwork experiences selected from the CAPEs listed on Form B Fieldwork Experiences Outline/Calendar and have it approved by the site supervisor and university supervisor.
  - 5) Complete the fieldwork experience activities in both the elementary and middle school/high school levels.
  - 6) Complete fieldwork experience activities in an educational setting whose student population includes a racially diverse student body, students identified for special education services, foster youth, homeless youth, and/or schools where the predominant language is other than English.
  - 7) Seek assistance as needed at any juncture in the fieldwork experience from the site supervisor, the university supervisor or the Director of the PASC Program.
  - 8) Complete all approved fieldwork experiences, and post the report of the experiences in Canvas.
  - 9) Complete the culminating experiences which includes:
    - a) Candidate's Fieldwork Reflection
    - b) Exit Survey in Taskstream.

## **2.2 Required Software/Web Services**

All candidates in the School of Education are required to maintain a current subscription to Taskstream (<http://www.taskstream.com>) and be enrolled in the applicable Directed Response Folios (DRF). All candidates are required to submit particular assignments and other forms in Canvas as they progress through their program. These assignments must be submitted in Canvas by end of the term of enrollment for each of the two fieldwork courses, EDL 566, and EDL 578. Candidates failing to submit the documents in Canvas and Taskstream by the last day of the term will receive a non-passing grade in the course and be required to register again in the course.

It is the responsibility of the students to ensure the use of Canvas for fieldwork assignment submissions, have an active Taskstream account and enroll in the correct DRF, and submit the documents to the correct evaluator.

For Taskstream help, go to:

Taskstream (626) 387-5744 [soetaskstream@apu.edu](mailto:soetaskstream@apu.edu)

IMT Help Desk (626)-815-5050 [support@apu.edu](mailto:support@apu.edu)

To maintain a consistent and current level of instruction, each student is required to use a computer equipped with Microsoft Word and internet access. Additionally, completion of the CalAPA requires video submissions and participation in fieldwork supervision may be completed via video conferencing. Although an expensive camera is not necessary, students will need a



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camera with a microphone. Many cameras in laptops, tablets and phones are capable of producing a picture and sound quality that is suitable for student video needs.

### **3.0 SITE AND UNIVERSITY FIELDWORK SUPERVISOR RESPONSIBILITIES**

#### **3.1 Responsibilities of the Site Fieldwork Supervisor**

**Qualifications:** Possess a California Clear or Life Administrative Services Credential.

High quality student performance depends on high quality school leadership. To be successful, today's school administrators must assume multiple roles, from catalyst to manager, from expert to facilitator. Above all, they must be instructional leaders whose every action and decision are made with a relentless purpose to ensure that all students achieve high academic standards. Fieldwork supervisors are critical to the development of candidates seeking the Preliminary Administrative Services Credential.

The responsibilities of the site fieldwork supervisor are to:

- 1) assist the candidate by serving as a coach and mentor throughout the fieldwork program
- 2) assist the candidate in the development of an outline of experiences that are designed to demonstrate mastery of the CAPE's and CPSEL's
- 3) maintain ongoing and frequent communication with the university supervisor and candidate to provide accurate feedback, counseling, and assistance throughout the fieldwork experience
- 4) provide formative and summative evaluation of the candidate and maintain communication with the university supervisor
- 5) provide shadowing opportunities which support the candidate in completing the fieldwork experiences through: walkthroughs, observations, feedback sessions (analysis of practice), staff conferences, parent meetings, conversations with support staff, budget development, grade level/department/leadership team meetings, etc.
- 6) encourage and guide the candidate to take on increasing leadership roles throughout the program
- 7) view the candidate's culminating experience during which the candidate presents growth and reflection through a multimedia presentation and artifacts. The culminating experience will be recorded by the student and shared with the site and university supervisor at a virtual meeting
- 8) provide input regarding the candidate's summative evaluation that assesses the level of the candidate's competence and dispositions.

#### **3.2 Responsibilities of the University Fieldwork Supervisor**

The responsibilities of the university fieldwork supervisor are:

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- 1) Following the first EDL 566 video-conference seminar, confer with the candidate to review the fieldwork requirements including the role of the site supervisor, the requirement to complete the fieldwork experiences at two school settings levels (elementary and secondary) with a diverse student population, and the process for selecting the seven (7) required and two (2) additional fieldwork experiences.
  - 2) Meet monthly via a virtual meeting and maintain ongoing and frequent communication with the candidate and site supervisors to plan, analyze, review narratives, and assist the candidate in practicing the art of self-reflection. The university supervisor will provide feedback and coaching, as well as provide formative and summative evaluations. The communications/meetings will include individual meetings with the candidate, three-way conversations with the candidate and site supervisor, the final culminating-experience meeting, and the use of other forms of communication such as phone calls, emails, texting, video-conferencing, etc. as needed.
  - 3) Provide the candidate opportunities to communicate openly and candidly about fieldwork experiences and outcomes,

The university fieldwork supervisor shall make the final evaluation of the candidate's level of competency based on input from the candidate and the site fieldwork supervisor. This will include the candidate's documentation in Canvas and Taskstream and the site supervisor's evaluation.

## **4.0 FIELDWORK EXPERIENCE COURSES AND UNITS**

### **4.1 EDL 566 Fieldwork Introduction and Application (3 Units)**

This course gives candidates an overview of the fieldwork requirements of the Preliminary Administrative Services Credential program, including the major responsibilities authorized by the administrative credential, the requirements of the California Administrative Performance Assessment (CalAPA), and significant experiences of site instructional leadership and management/operational skills. The course supports the development of candidates' knowledge, skills, and dispositions through completion of administrative tasks or work assignments in a variety of diverse and realistic settings. Candidates work collaboratively with a university fieldwork supervisor and site supervisor to receive guidance and support while completing assignments that prepare the candidates for school administration.

All fieldwork experiences are aligned with the California Commission on Teacher Credentialing's California Administrative Performance Expectations (CAPEs).

The details of the course are available for the candidate's reference in the [EDL 566 Fieldwork Introduction and Application Syllabus](#).

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## **4.2 EDL 578 Fieldwork Application and Evaluation (3 units)**

This fieldwork practicum and assessment course will support the development of candidates' knowledge, skills, and dispositions through completion of administrative tasks or work assignments in a variety of diverse and realistic settings. Candidates will work collaboratively with a university fieldwork supervisor and site supervisor to receive guidance and support while completing assignments that prepare the candidate for school administration. The course will culminate with the candidate's reflective assessment of the knowledge and skills attained through the fieldwork experiences, as well as the summative assessment from the site supervisor and university supervisor.

All fieldwork experiences are aligned with the California Commission on Teacher Credentialing's California Administrative Performance Expectations (CAPEs).

The details of this course are available in the [EDL 578 Fieldwork Application and Evaluation Syllabus](#).

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## APPENDIX

Form A Fieldwork Experience Placements  
Form B Fieldwork Experience Outline/Calendar  
Form C Site Supervisor Evaluation of Candidate Performance  
Form D Site Supervisor Evaluation of Candidate's Dispositions  
Form E Employer/Site Supervisor Evaluation of APU PASC Program  
Form F University Supervisor Evaluation of Candidate Performance  
Form G Candidate's Fieldwork Experience Reflection  
Form H Verification of Completion of Fieldwork Experiences  
2017 CACE/CAPE Alignment to CSPEL



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**Form A: Fieldwork Experience Placements**

Candidate Name: \_\_\_\_\_ APU ID: \_\_\_\_\_ Date: \_\_\_\_\_

**Primary Fieldwork Experience**

School\_Name: \_\_\_\_\_ Level: \_\_\_ Elementary \_\_\_ Middle/High School

District/County: \_\_\_\_\_ Telephone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Street: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Principal Name: \_\_\_\_\_  
(Please Print)

**Alternate Fieldwork Experience**

School\_Name: \_\_\_\_\_ Level: \_\_\_ Elementary \_\_\_ Middle/High School

District/County: \_\_\_\_\_ Telephone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Street: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Principal Name: \_\_\_\_\_

*(Candidates must have experience at both the elementary and middle school/high school settings.)*

Experience in administration (site supervisor): Years \_\_\_\_\_

Locations and type of positions: \_\_\_\_\_

In my judgment, the candidate has administrative and/or supervisory potential. Permission is herein granted for the applicant to conduct a program of directed field experience in this school/district.

\_\_\_\_\_  
Print Name      Signature      Title      Date  
School Principal/Site Supervisor/District Administration with Administrative Services Credential



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**Form B: Fieldwork Experiences Outline**

Candidate Name: \_\_\_\_\_ APU ID: \_\_\_\_\_ Date: \_\_\_\_\_

*Fieldwork experience is one of the most important components of the Preliminary Administrative Services Credential program. It affords the candidate the opportunity to apply the concepts and theories learned in professional graduate courses by completing actual on-the-job tasks or work assignments selected for their value in preparing prospective school administrators.*

***PASC candidates must complete a total of nine (9) fieldwork experiences. Seven (7) experiences are completed in the candidate's primary placement. Two (2) experiences must be completed at an alternate site placement.***

***Section I: Required Experiences -- Candidates must complete the eight (8) required experiences listed.***

***Section II: Additional Experiences -- Candidates select two additional experiences from "Section II: Additional Experiences".***

<b>CPSEL/ CAPE's:</b>	<b>REQUIRED EXPERIENCES:</b> <i>Prior to beginning the fieldwork experience, review the standard and elements for the related CPSEL and frame your response from the perspective of an Administrator.</i>
CPSEL 2: Instructional Leadership  CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment	<b><i>Site Walkthroughs</i></b> Participate in a minimum of two (at least one per semester) walkthroughs and/or informal classroom visitations with the Site Supervisor. Identify the instructional strengths and needs of the observed teachers. Discuss your observations in a follow-up conference with the Site Supervisor to suggest professional development topics based on the observations. Compose a 2-4 page paper that summarizes your experiences and provides your insights.

<p>CPSEL 3: Management and Learning Environment</p> <p>CAPE 3D: Managing the School Budget and Personnel</p>	<p><b><i>Review Site Budget with Site Supervisor</i></b></p> <p>Meet with site supervisor to review the school budget. Inquire as to how the funding is allocated to the school site and how the funding is distributed and utilized for school programs. Develop a PowerPoint presentation highlighting the budget information learned in the process and present the presentation to a stakeholder audience (staff meeting, parent meeting, PLC meeting, PTA, SSC, ELAC/DLAC, LCAP).</p>
<p>CPSEL 3: Management and Learning Environment</p> <p>CAPE 3B: Managing Organizational Systems and Human Resources</p>	<p><b><i>Collective Bargaining Agreement</i></b></p> <p>The candidate will meet with the site administrator regarding the Education Code and the Collective Bargaining Agreement (CBA) articles related to:</p> <ol style="list-style-type: none"> <li>1. Teacher/certificated and classified staff evaluation process inclusive of: <ol style="list-style-type: none"> <li>a. Identification of all related articles in the Collective Bargaining Agreement</li> <li>b. Informal and formal observations</li> <li>c. Timelines and required notifications</li> <li>d. All required documents</li> </ol> </li> <li>2. Teacher/certificated and classified staff progressive discipline process inclusive of: <ol style="list-style-type: none"> <li>a. Levels of identified progressive discipline steps (i.e. informal and formal steps)</li> <li>b. Progressive discipline notifications and contractual timelines</li> </ol> </li> </ol> <p>The candidate will prepare a 2-4 page summary and reflection regarding the contractual information/articles that were reviewed.</p>
<p>CPSEL 3: Management &amp; Learning Environment</p> <p>CAPE 3A Operations and Resource Management</p>	<p><b><i>Williams Facility Report/District Deferred Maintenance Plan</i></b></p> <p>Meet with the site supervisor to review the Williams Facility Report or the District Deferred Maintenance Plan. Prepare a 2-4 page summary of the recommendations made for the school/district for the current school year.</p>

<p>CPSEL 4: Family &amp; Community Engagement</p> <p>CAPE 4A Parent and Family Engagement</p> <p>CAPE 4B: Community Involvement</p>	<p><b><i>LCAP Meeting</i></b></p> <p>Attend a minimum of two (2) district LCAP meetings and participate in at least one (1) LCAP community engagement activity. Attach a 2-4 page written summary of the recommendations and revisions to the LCAP and the implications of the LCAP on the school site budget.</p>
<p>CPSEL 5: Ethics &amp; Integrity</p> <p>CAPE 5B: Ethical Decision-Making</p>	<p><b><i>Master Schedule</i></b></p> <p>Assist in the development of the master schedule of teacher and student assignments (Secondary Level) or assist in the class assignment process (Elementary Level). Provide a 2-4 page narrative that describes how the process reflects the school vision and promotes access and equity for all students in the school.</p>
<p>CPSEL 6: External Context &amp; Policy</p> <p>CAPE 6A: Understanding &amp; Communicating Policy</p>	<p><b><i>Attend a School Board Meeting</i></b></p> <p>Attend a school board meeting in person. Collect the agenda. Compose a 2-4 page paper explaining the role of the school leaders, board of education members, and other key stakeholders related to the issues discussed on the agenda. Reflect and summarize your observations and insights.</p>

<p><b>CPSEL/ CAPE:</b></p>	<p><b>ADDITIONAL SELF-SELECTED EXPERIENCES</b> <i>(2 additional required):</i> <i>Prior to beginning the experience, review the standard and elements for the related CPSEL and frame your response from the perspective of an Administrator.</i></p>	<p><b>Insert X if selected</b></p>
<p>CPSEL 1: Development &amp; Implementation of a Shared Vision</p> <p>CAPE 1C: Implementing the</p>	<p><b><i>School Site Council Meetings</i></b></p> <p>Attend the School Site Council meetings at your school for one semester. Create a multimedia presentation in which you:</p> <ol style="list-style-type: none"> <li>1. Describe the school's vision/mission</li> <li>2. Identify the SSC's priority areas and the associated expenditures</li> </ol>	



Vision	<p>3. Describe how the SSC will monitor the progress of their goals</p> <p>4. Describe how the goals are communicated and shared with the school community.</p> <p>5. Reflect on your key learnings about group dynamics, collaborative processes, and the leadership skills required to promote the council's success in the implementation of the school plan.</p>	
CPSEL 2: Instructional Leadership	<p><b><i>School-wide Discipline Plan</i></b></p> <p>Compose a 2-4 page paper that evaluates an existing school-wide discipline plan to determine actual level of implementation. Describe possible steps for a more complete implementation of the existing plan or possible next steps to address specific disciplinary issues.</p>	
CPSEL 2: Instructional Leadership	<p><b><i>Student Disciplinary Referrals</i></b></p> <p>With the approval of the site supervisor, work with staff to analyze data related to student disciplinary referrals. Write a 2-4 page summary of the data and how the current discipline plan is impacting the reduction of repeat offender, suspensions, and expulsions.</p>	
CPSEL 2: Instructional Leadership	<p><b><i>Special Education: Educational Benefit</i></b></p> <p>Working with special education and general education staff, analyze the data from the most recent state testing to identify the two most significant instructional deficits of students identified to receive special education services in your school. Write a 2-4 page summary of the analysis and identify the instructional strategies the staff will use to increase student academic achievement in the target subjects.</p>	
CPSEL 2: Instructional Leadership	<p><b><i>California Content Standards</i></b></p> <p>Review a unit of study planned and/or implemented in a grade level or department for addressing the CA Content Standard(s). Evaluate the depth of knowledge, the instructional materials, and the use of technology. Write a 2-4 page summary of your findings.</p>	

CPSEL 2: Instructional Leadership	<b>Professional Development Activity</b> Following a staff development activity at the school site or district, describe how an effective instructional leader would assist a grade level or department in applying the outcomes from the staff development activity. Prepare a 2-4 page paper detailing your recommendations and a timeline for the proposed activities.	
CPSEL 3: Management & Learning Environment	<b>Evaluate Test Data</b> Determine how the district and/or school uses test data to monitor and evaluate a site program that supports closing the achievement gap between sub-groups of students (SED, EL, Foster Youth, etc.). Prepare a 2-4 page summary of your findings and recommendations on how to improve the process.	
CPSEL 3: Management & Learning Environment	<b>Single Plan for Student Achievement (SPSA)</b> Assist in the preparation and/or the review of the Single Plan for Student Achievement (SPSA). Prepare a 2-4 page document that aligns activities and goals to the SPSA.	
CPSEL 3: Management & Learning Environment	<b>State Mandated Testing Program</b> Assist vice-principal or site testing coordinator in supervision, distribution and operation of the State mandated testing program. In a 2-4 page paper, describe the experience your role in the process and lessons learned by your participation.	
CPSEL 3: Management & Learning Environment  CPSEL 5: Ethics & Integrity	<b>Interview</b> Participate in the interview panel for a new employee (either classified or certificated). Write a 2-4 page summary to describe the procedures as they relate to being effective, legal, ethical, and equitable.	
CPSEL 4: Family & Community Engagement	<b>New Parent Orientation</b> Develop a detailed plan for a new parent the orientation to the school to acquaint them with the school vision, student data, and goals for the academic year. Assist in facilitating the meeting.	
CPSEL 6: External Context and Policy  CAPE 6A: Understanding &	<b>Attend Parent Conference</b> Attend and participate in a minimum of three parent conferences with an administrator. Provide a summary of each meeting with a focus on how the administrator promoted trust and was able to resolve the conflict. Compose a 2-4 page	

Communicating Policy	paper that summarizes your observations and insights.	
CPSEL 5: Ethics & Integrity	<b><i>School-wide Interventions</i></b> California Education Code Section 48900.5 provides a series of other means of correction when dealing with negative student behavior instead of the use of suspension. Create a matrix of school-wide interventions along with annotations of the effective use of recommended behavioral interventions.	
TBD	<b><i>Other as Approved by Fieldwork Supervisors</i></b>	

**PASC Candidate Name, Signature and Date:**

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Print Signature Date

**Site Supervisor Name, Signature and Date:**

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Print Signature Date

**University Supervisor Name, Signature and Date:**

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Print Signature Date

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### Form B Fieldwork Experience Calendar

Candidates will consult with the site and university supervisor to develop a calendar to complete the required and additional fieldwork experiences that are designated on Form B.

**Semester 1: Select 5 fieldwork experiences**

<b>Experience:</b>	<b>CPSEL/CAPE:</b>	<b>Dates:</b>	<b>Notes:</b>

---

**Semester 2: Select 4 fieldwork experiences**

<b>Experience:</b>	<b>CPSEL/CAPE:</b>	<b>Dates:</b>	<b>Notes:</b>



**School of Education**

**Form C: Site Supervisor Evaluation of Candidate Performance**

Candidate Name: \_\_\_\_\_ APU ID: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** As site supervisor, Please indicate below your evaluation of the quality of the fieldwork experience accomplished by this candidate. Keep in mind that this is a coaching report between the supervisor and the candidate. It is a growth-assessment from the beginning to the end of the field experience. It is *not* a comparison of the candidate against other administrators known to the site supervisor.

Competency	4 Exceptionally Thorough	3 Strong	2 Adequate	1 Little or No Evidence
Visionary Leadership (CPSEL 1)				
Instructional Leadership (CPSEL 2)				
School Improvement Leadership (CPSEL 3)				
Professional Learning and Growth Leadership (CPSEL 3)				
Organizational and Systems Leadership (CPSELS 3 & 6)				
Community Leadership (CPSEL 4)				
Ethics and Integrity (CPSEL 5)				

Site supervisor’s summary of the candidate’s performance:

\_\_\_\_\_

\_\_\_\_\_

Site Supervisor Name Title Signature Date

Candidate’s signature \_\_\_\_\_ Date \_\_\_\_\_

**The candidate will upload completed form to Taskstream.**



**School of Education**

**Form D: Site Supervisor Evaluation of Candidate's Dispositions**

**Directions:** As site supervisor, please indicate below your evaluation of the professional leadership dispositions displayed by this candidate as aligned to ethical, responsive, and informed educator dispositions. Please keep in mind that this is a coaching report between the supervisor and the candidate. It is a growth-assessment from the beginning of the program to the end of the program, not a comparison of the candidate to other administrators.

**#1 - Ethical educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice display:**

<b>Response Legend:</b> 1 = Not Acceptable (not displayed) 2 = Approaches Acceptable (sometimes displayed) 3 = Acceptable (usually displayed) 4 = Target (always displayed) N/A = Not Applicable
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	1	2	3	4	Not Applicable
Personal Integrity					
Collaborative, cooperative, and respectful behaviors					
Fairness in educational settings by meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner					
Sensitivity to cultural and individual differences					
Personal and professional maturity					
Comments regarding candidate strengths/areas for improvement (Ethical):					

**#2 - Responsive educators who practice reflective critical thinking in their engagements with diverse communities of learners display:**

<b>Response Legend:</b> 1 = Not Acceptable (not displayed) 2 = Approaches Acceptable (sometimes displayed) 3 = Acceptable (usually displayed) 4 = Target (always displayed) N/A = Not Applicable
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	1	2	3	4	Not Applicable
Responsiveness to the expectations and standards of the professional community					
Responsiveness to conditions that promote learning, health, and personal safety in the P-12 school and community					

Effective communication within the educational community					
Commitment to fair academic practices that ensure all students can learn					
Responsiveness to the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning					
Effective time management					
Appearance and dress appropriate for one's professional setting					
Comments regarding candidate strengths/areas for improvement (Responsive):					

**#3 - Informed and collaborative scholarly educators who are dedicated to professional growth and lifelong learning display:**

**Response Legend:**  
**1** = Not Acceptable (not displayed)   **2** = Approaches Acceptable (sometimes displayed)  
**3** = Acceptable (usually displayed)   **4** = Target (always displayed)   **N/A** = Not Applicable

	1	2	3	4	Not Applicable
Commitment to adapting and applying the best research-based ideas to improve clinical practice					
An understanding of current and emerging trends in their field of practice					
Knowledge of standards and expectations of their discipline through relevant activities and projects in the program					
Ability to apply and communicate current research effectively in course work					
The ability to synthesize and apply course content, projects, clinical practice, and professional work					
Comments regarding candidate strengths/areas for improvement (Informed):					

\_\_\_\_\_  
Site Supervisor Name   Title   Signature   Date

Candidate's signature: \_\_\_\_\_   Date \_\_\_\_\_

**The candidate will upload completed form to Taskstream.**





**School of Education**

**Form E: Employer/Site Supervisor Evaluation of APU PASC Program**

Candidate Name: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Please mark the number indicating your assessment of the candidate’s preparation for administrative assignments as a result of the foundational skills developed through the APU PASC Program.

**4 - Exceptionally Well; 3 – More than Adequate; 2 – Adequate; 1 – Less than Adequate**

<b>A. Visionary Leadership</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency’s Overall Vision and Goals				
2. Developing a Shared Commitment to the Vision Among All Members of the School Community				
3. Practice Leadership by Example to Promote Implementation of the Vision				
4. Share Leadership with Others in the School Community				

<b>B. Instructional Leadership</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
5. Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction				
6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth				
7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors				
8. Communicating with the School Community about School wide Outcomes Data and Improvement Goals				

<b>C. School Improvement Leadership</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
9. Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan				
10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement				

11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan				
12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes				

<b>D. Professional Learning and Growth Leadership</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
13. Modeling Life-Long Learning and Job-Related Professional Growth				
14. Assist Teachers Improve Their Individual Professional Practice Through Professional Growth Activities				
15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program				

<b>E. Organizational and Systems Leadership</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
13. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning				
14. Developing, Implementing and Monitoring the School's Budget				
15. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations				

<b>F. Community Leadership</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
16. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public				
17. Involving the Community in Helping Achieve the School's Vision and Goals				

**What comments do you have about the graduate's personal, professional, spiritual and academic growth during their program at APU?**

**How prepared is the graduate for increased leadership responsibility?**

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**Based on candidate proficiencies, please summarize your overall assessment of the APU Preliminary Administrative Services Credential program.**

Date the graduate's program of professional preparation was completed. \_\_\_\_\_

Submit directly to the Director of MA and Credential Programs in the School of Education at APU.



**School of Education**

**Form F: University Supervisor Evaluation of Candidate Performance**

Candidate Name: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

Indicate below your evaluation of the quality of fieldwork accomplished by this candidate. Include evidences that support your judgment. This may include direct observation, review of authentic documents, statements by the candidate’s supervisor, or any other evidence.

<b>Competency</b>	<b>4 Exceptionally Thorough</b>	<b>3 Strong</b>	<b>2 Adequate</b>	<b>1 Little or No Evidence</b>
Visionary Leadership (CPSEL Standard 1)				
Instructional Leadership (CPSEL Standard 2)				
School Improvement Leadership (CPSEL Standard 3)				
Professional Learning and Growth Leadership (CPSEL Standard 3)				
Organizational and Systems Leadership (CPSEL Standard 3 & 6 )				
Community Leadership (CPSEL Standard 4)				
Ethics and Integrity (CPSEL Standard 5)				

University supervisor’s summary of the candidate’s performance

**The university supervisor will complete this evaluation in Taskstream.**



**School of Education**

## **Form G: Candidate's Field Experience Reflection**

### **Directions for Candidates:**

1. Describe what you have gained professionally during your fieldwork experience. Include your key leadership learnings within a diverse setting in your preparation for school administration. In your response, reference all six standards.
  - a. CPSEL 1: Development and Implementation of a Shared Vision
  - b. CPSEL 2: Instructional Leadership
  - c. CPSEL 3: Management and Learning Environment
  - d. CPSEL 4: Family and Community Engagement
  - e. CPSEL 5: Ethics and Integrity
  - f. CPSEL 6: External Context and Policy
2. Provide a description of at least one of your placements that accurately represents the diverse populations that are different than you in race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.
3. Describe the impact you believe your work and your professional dispositions have had on your school or district program.

Include your reflections with your upload of Forms C, D, E, F, G, and H to [www.taskstream.com](http://www.taskstream.com) in the link **EDL 578 FE Completed Forms**



**School of Education**

**Form H: Verification of Fieldwork Experience Completion**

Candidate's Name \_\_\_\_\_ APU ID \_\_\_\_\_

(Please print)

**Candidate's statement:**

I have completed the attached list of field experiences (Attach Form B).

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Completion Date

**Site Supervisor's statement:** Under my general supervision, the candidate has successfully completed the fieldwork activities listed on the attachment.

\_\_\_\_\_  
Print Name      Signature

\_\_\_\_\_  
Title: School Site or District Supervisor      Date

**University Supervisor's statement:** Under my general supervision, the candidate has successfully completed the fieldwork activities listed on the attachment.

\_\_\_\_\_  
Print Name      Signature      Date

**The candidate will upload completed form to Taskstream.**



[2017 Preliminary California Administrative Services Credentialing Content Expectations and Performance Expectations with their Alignment to the California Professional Standards for Education Administrators](#)