University of La Verne
Educational Leadership
Preliminary Administrative Services Credentials

1.1 Program Summary

The Educational Leadership program at the University of La Verne has undergone substantial revision during the past three years. During the corresponding state economic downturn, the once large program faced dwindling enrollment and an out-of-date curriculum. Off campus programs were ended, and the future of the main campus program was in question.

Beginning in July 2016, the Educational Leadership program embarked upon a full-scale revision to meet the needs of prospective leaders and align the program with updated professional standards. This effort was buoyed by a similar initiative throughout the LaFetra College of Education when the new Dean began her tenure. It is our goal to develop a program which prepares prospective and new school leaders to meet the academic and socio-emotional needs of diverse populations, communicate effectively with a wide range of stakeholders, understand new funding formulas and the power that can be harnessed from them, and foster a school setting that can compete in the education marketplace. In alignment with the strategic plan for our college, we seek to support the development of leaders who will view diversity as an asset to the school community, advocate for all students and families, with purposeful effort to advocate for students and families who might not otherwise have voice, and foster collaborative cultures that develop the capacity for leadership in all members of the school community.

Program Design

ULV's Educational Leadership program has traditionally been led by a single full-time faculty member working with a variety of adjunct faculty. With growth in the program, a search is now being conducted for a second full-time faculty member.

The program relies upon the expertise and support of adjunct faculty. Within the preliminary credential and M.Ed., all faculty are current school leaders, acting as principals, assistant superintendents, and superintendents. The full time faculty member meets regularly with adjuncts, but also must rely on asynchronous communication to accommodate the various schedules.

Such a process was used to restructure the course curriculum to align to the California Administrator Performance Expectations (CAPEs) and Content Expectations (CACEs). Course syllabi were used to "backwards map" the content of the courses. This provided us with a relatively accurate picture of the intended curriculum across all courses. It also gave us the ability to look at the program as a whole and identify areas of need as well as areas in which content overlapped in courses. Next, adjunct faculty were asked to review their respective courses to confirm or refute that the intended curriculum was indeed part of the course that they regularly teach. With revisions for their feedback, we

began to revise courses based on the greatest areas of need. This work continues, with six of the nine PASC/M.Ed. courses revised thus far.

We continuously seek stakeholder input through various means. The program has traditionally employed an advisory council. However, this feedback method was not providing meaningful data to drive the continuous improvement that was sought. The existing council did not include participants from schools and districts that are currently involved in the program. Furthermore, the group affirmed information that was shared, but rarely provided meaningful direction for improvement. For these reasons, alternative methods have been sought to collect feedback. The advisory committee is being re-envisioned to include stakeholders that accurately represent the diverse candidates within the program. In addition, the work site of each preliminary candidate is visited by the program chairperson, providing a direct line for feedback from each employing district.

Course of Study (Curriculum and Field Experience)
As stated, the course of study has been designed to address the CAPEs, CACEs, and the following program goals:
- Develop intellectual leaders who are critical consumers of research, and rely upon high quality research to drive educational decisions and lead others to do so.
- Develop reflective leaders dedicated to working collaboratively to improve the instructional program for greater student achievement.
- Develop emotionally intelligent leaders who value the importance of building a school site team of administrators, classroom teachers, students, parents, and the community, working together for the benefit of the students.
- Integrate course work and field experiences that are directly linked to the responsibilities of effective school leaders. Assignments strive to be rigorous, relevant, and directly connected to the real work of school leadership.

We serve candidates from a variety of personal and professional backgrounds, and we allow enrollment each semester. As a small program that seeks to be flexible and adapt to the need of our candidates and their communities, we are not a cohort-based program. Candidates can choose to enroll in one or two core courses in addition to field experience. Furthermore, we permit individuals to seek the preliminary administrative services credential alone (if they already possess a master's degree), the master's degree alone, or both. This has led to a robust and widely varied population within our courses.

Although not a lock-step program, candidates are provided with a suggested course sequence designed to develop their leadership acumen while acknowledging their personal and professional obligations.

As identified in the program's goals, there is a purposeful effort to ensure that course assignments and field experiences are tightly aligned to the responsibilities of effective

school leaders. In core courses, assignments are being revised to capture the key elements of the content expectations (CACEs) as well as the foundational experiences needed to master the California Administrator Performance Assessment (CalAPA).

Throughout all courses, there is a strong emphasis on meeting the needs of under-resources students in our preK-12 schools. Course content has been revised to ensure that equity and access are addressed in every course.

During administrator preparation, most candidates participate in field experience in their own schools and districts. To support this collaboration, all site mentors are visited during the first semester of field experience. In these individual meetings, the nature and scope of field experience aligned with the CalAPA is shared. Currently, we are in the process of revising the MOU which reflects requirements for CalAPA field experiences. In the interim, the commission letter to schools and districts is shared. In the rare cases where a candidate has not been able to fulfill field experiences in their own school environment, alternative sites have been secured for the candidate.

During Field Experience courses, candidates receive guidance for CalAPA as identified in the Acceptable Support documents. Candidates access the assessment guides and review rubrics. As a class, they review/ discuss formative activities from coursework that should be referenced (i.e. andragogical approaches). They ask questions on processes and procedures for completing the leadership cycles. Finally, they participate in peer feedback using the cycle rubrics.

Assessment of Candidates
Candidates are assessed for program competencies throughout their coursework using both formative and summative assessments. When possible, peer evaluation is also conducted. Key assessments have been identified in each course. The process for revising these assessments is being completed in conjunction with the course revisions as identified.

This process is reinforced by rubrics for all key assignments. Each rubric is structured to inform candidates of their progress, denoting whether they have exceeded standards, met them, or if revision is required. Support for revision is provided for all candidates through the program chairperson.

> Exhibit 1.1.1: Preliminary Administrative Services Credential - Delivery Model and Credential Pathway

Organizational Structure
> Exhibit 2.1 Organizational Chart/Graphic

Faculty- Preliminary Administrative Services Credential
> Exhibit 3.1: Preliminary Administrative Services Credential Faculty Distribution

University of La Verne
Educational Leadership
Preliminary Administrative Services Credentials

Exhibit 3.2 Annotated Faculty List

Name	Classification	Full/ Part time	K-12 Leadership Experience	Credential
Abusham, Jaymi	Asst. Professor	Full	Yes	ASC/ MS
Courses Taught	EDLD 502: Educ Research & Inquiry for Equity EDLD 504: Methods of Research EDLD 574ABC: Orientation to Field Experience, Field Experience B & C EDLD 596: Graduate Seminar			
Bidwell-Pilgren, Carol	Adjunct	Part	Yes	ASC/ MS
Courses Taught	EDLD 572: Foundations of Educational Leadership EDLD 576: Organizational Mgt & School/Community Collab			
Kelly, Zanita	Adjunct	Part	Yes	ASC/ MS
Courses Taught	EDLD 571: Human Resource Administration EDLD 578: School Law			
Rubalcaba, Ramiro	Adjunct	Part	Yes	ASC/ SS
Courses Taught	EDLD 571: Human Resource Administration EDLD 576: Organizational Mgt & School/Community Collab EDLD 577: Fiscal Resource Management & Policy Development			
Salato, Rebecca	Adjunct	Part	Yes	ASC/ MS/ Ed. Sp.
Courses Taught	EDLD 572: Foundations of Educational Leadership EDLD 573: Contemporary Issues in California Schools			
Soto, Gary	Adjunct	Part	Yes	ASC/ MS
Courses Taught	EDLD 572: Foundations of Educational Leadership EDLD 573: Contemporary Issues in California Schools			
Sprague, Charlayne	Adjunct	Part	Yes	ASC/ MS
Courses Taught	EDLD 570: Instructional Leadership EDLD 573: Contemporary Issues in California Schools			

Exhibit 3.3 Adjunct Requirements
Exhibit 3.4 Faculty Recruitment

Course Sequence
Exhibit 4.1 Course Sequence

Course Matrix
Exhibit 5.1 Course Matrix

Field Experience

Candidates participate in three field experience classes during the course of study. These courses provide support for the Cal APA, with each course focused on one leadership cycle. During *Introduction to Field Experience*, candidates are visited at their placement sites by the program chairperson. The purposes of this visit are twofold. First, a meeting with the district mentor provides the opportunity to validate that the candidate will receive the support needed to complete the Cal APA, other field experience, and general program requirements. Furthermore, the visit is used to confirm that the placement reflects the diverse settings which are encountered in leadership

positions, including cultural and socioeconomic diversity, support for English learners, support for and experience with neurodiversity).

Exhibit 6.1 Fieldwork Hours Required for Preliminary Administrative Services Credential

Field Experience Hours Required

Course	MINIMUM Hours Required
EDLD 574A: Orientation to Field Experience	15
EDLD 574B: Field Experience B	15
EDLD 574C: Field Experience C	15
Total	**45**

Exhibit 6.2 and 6.4 Documentation of Candidate Placements and Signed MOUs

Field Experience- Candidate Placements 17/18

Candidate	Placement Site	District
DS	Independence HS	Kern HS (Bakersfield)
AA	Serrano MS	Ontario- Montclair
LA	Portrero MS	El Monte City
CH	Solorio ES	Etiwanda (Fontana)
CI	Windrows ES	Etiwanda (Rancho Cucamonga)
AS	Hillside HS (Continuation)	Upland
CK	Musser MS	Central (Rancho Cucamonga)
JJ	Vineyard JH	Alta Loma (Rancho Cucamonga)
KT	Alta Loma JH	Alta Loma (Rancho Cucamonga)
MW	Sumner/ Danbury ES	Claremont
RH	Jurupa Hills HS	Fontana
BS	Adelanto HS	Adelanto
AM	District Office	Rowland (Rowland Hts/ La Puente)
CG	District Office	Rowland (Rowland Hts/ La Puente)
MR	San Jose Charter Academy	Indep. Charter (Baldwin Park)
MG	San Jose Charter Academy	Indep. Charter (Baldwin Park)
CK	District Office	Baldwin Park
JP	School of Arts & Enterprise	Indep. Charter (Pomona)
RC	Valley View ES	Duarte
MM	Parkview ES	Mountain View (El Monte)
MT	Granada MS	East Whittier
EP	Rosemead HS	Rosemead
KS	Franklin HS	LAUSD
CS	Glen Oak ES	Charter Oak (Covina)

Exhibit 6.3 Site Supervisor Handbook

University of La Verne
Educational Leadership
Preliminary Administrative Services Credentials

Exhibit 6.5 Clinical Practice Handbook/Manual (Username- LaVerneGuestUser and password PASC)
Exhibit 6.6 Fieldwork/Clinical Practice Syllabus
Exhibit 6.6b Fieldwork Packet (Username- LaVerneGuestUser and password PASC)
Exhibit 6.6.1 Fieldwork Evaluations (Username- LaVerneGuestUser and password PASC)

Credential Recommendation

Exhibit 7.1 Description of process ensuring appropriate recommendation (Username- LaVerneGuestUser and password PASC)
Exhibit 7.1.1 Candidate Progress Monitoring Document (Username- LaVerneGuestUser and password PASC)