CALIFORNIA STATE UNIVERSITY BAKERSFIELD | Educational Administration

Educational Administration (EDAD) Program Handbook

Department of Advanced Educational Studies

Revised: Spring 2024

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Welcome and Contact Information

To the Educational Administration Credential Program Candidate:

We welcome you to the Educational Administration Program at California State University, Bakersfield!

Thank you for choosing our program.

CSUB is accredited by the Western Association of Schools and Colleges (WASC). Furthermore, the EDAD program is accredited by California's Commission on Teacher Credentialing (CCTC) and by the Association for Advancing Quality in Educator Preparation (AAQEP).

We seek to provide you with the opportunity to become a highly effective professional in TK-12 education.

Our highly qualified and approachable faculty and staff will assist you throughout the process.

Our program is rigorous, but attainable and highly regarded by administrators in the field.

We are here to offer assistance every step of the way, so please do not hesitate to ask for information to make your experience a rewarding one.

We look forward to working with you and wish you great success at CSUB!

Sincerely,

The CSUB Educational Administration Faculty and Staff

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Chapter 1 – Overview of Essentials

Vision of the School of Social Sciences and Education (SSE)

The School of Social Sciences and Education will provide professional leadership to improve the quality of social life and education for the region through high-quality scholarship, educational offerings, and community partnerships. The School of Social Sciences and Education will be recognized as offering premier programs in the CSU system and will offer landmark programs recognized nationally and internationally.

CSUB Educator Preparation Mission, Vision, and Theme

Mission

CSUB Educator Preparation Programs cultivate school, university, and community partnerships that prepare highly qualified education professionals, who work collaboratively to nurture an equitable and informed education community.

Vision

The CSUB Educator Preparation Programs will be the nexus of a network of ethical educational leaders who promote student growth and improve the quality of life in their communities.

Theme

"Expanding minds. Engaging hearts. Enhancing communities."

Credential Program Goals

The Educational Administration (EDAD) program prepares educational leaders and future administrators to promote PK-12 student growth and equitable educational opportunities for all students.

The Educational Administration (EDAD) program at CSUB cultivates supportive learning partnerships with candidates to improve PK12 student achievement and well-being. The EDAD faculty brings real-world experience from a variety of educational leadership positions along with new insights gained from recent research and theory that we apply in:

- Teaching EDAD candidates the principles of visionary, instructional, and ethical leadership.
- Coaching EDAD candidates in the essential leadership skills of analyzing data, leading communities of practice, and advancing teacher instructional skills.
- Developing candidates' capacity to manage their school learning environments and influence their policy contexts.
- Preparing EDAD candidates to engage their school communities.

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Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

Professional Collaboration
Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner
Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional
Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

Student/Client Centered
Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader
Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence
Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards-based instruction.

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Dispositions Introduction and Assessment

Dispositions are integrated and assessed within the program at various points. Candidates are introduced to the dispositions in the field experience course. Candidates complete a self-assessment and are also evaluated by site mentors at the beginning, middle and end of the Preliminary Administrative Services Credential (PASC) program. In addition, the university supervisors evaluate a candidate against the Dispositions rubric at the middle and end of the PASC program. This helps candidates stay familiar with department expectations and encourages reflection upon their own professional attitudes and behavior.

Disposition Appeal Process

https://www.csub.edu/sse/departments/advancededucationalstudies/_files/disposition_assessment.pdf

General Program Information

Application

Applicants for the Education Administration Program must apply through the California State University application website: https://www.calstate.edu/apply

In addition, applicants must submit a complete program application. Directions for submitting the program application can be found on our website at the following URL:

https://www.csub.edu/sse/departments/advancededucationalstudies/educational_administration/admissions/index.html

Basic Skills Requirement

Assembly Bill 130 provided credential applicants with options to verify completion of the Basic Skills Requirement. If you have not already verified Basic Skills by passing the CBEST, CSUB offers a coursework verification.

Please follow the directions to submit your request for Basic Skills verification at the following URL:

https://www.csub.edu/credentials/basic-skills-requirement-bsr.shtml

Questions regarding Basic Skills verification should be directed to the following email address:

bsr_smc@csub.edu.

Application Evaluation Procedure

Applicants to the Education Administration Program will be evaluated based on the California Code of Conduct—Title 5. Education, Education Code section 44270(a)(1), the Education Administration Dispositions, and the California Teaching Commission Program Requirements.

California State University, Bakersfield is committed to Equal Employment Opportunity. Applicants will be considered without regard to gender, race, age, color, religion, national origin, sexual orientation, genetic information, marital status, disability or covered veteran status.

Graduate Catalog

Please take time to read through the Graduate Catalog Information which guides our work with applicants and students as well as providing Graduate Policies and Procedures:

https://catalog.csub.edu/

Also read the Education Administration Catalog and Course Descriptions at the following URLs:

Preliminary Administrative Services Credential

https://catalog.csub.edu/academic-degrees-programs/credential-programs/educational-administration-credential/

Master of Arts Degree

https://catalog.csub.edu/academic-degrees-programs/graduate-programs/educational-administration-ma/

Educational Administration Course Descriptions

https://catalog.csub.edu/course-descriptions/edad/

Course Substitutions

Course substitutions are only permitted when the candidate has already taken a similar course for another Masters or Doctoral degree. Students requesting a course substitution must complete the Petition and/or Change of Program Specifications form and have approval of the changed courses from their advisor, the EDAD program director, and appropriate college and university level approvals. Candidates should discuss this possibility with the program director and their faculty advisor prior to and upon admission to the program. Substitutions for the Master of Arts program plan must be approved prior to the term in which the candidate completes the culminating activity.

Transfer Credit

Transfer credits are generally not accepted once admitted to the CSUB Education Administration program. Applicants and admitted candidates should discuss this possibility with their faculty advisor and the program director.

Tuition/Fees

Schedule of Tuition and Fees: https://catalog.csub.edu/policies-procedures/schedule-tuition-fees/

Credential Services Fee: $35.00 (non-refundable)

The CSUB Office of Financial Aid and Scholarships administers a number of financial aid programs. Funding for eligible applicants may include grants, loans, and scholarships. Please visit the CSUB Financial Aid & Scholarships home page at www.csub.edu/FinAid

Adding/Dropping/Withdrawing from Courses

Students register for courses online through myCSUB: http://www.csub.edu/.

Students are allowed to add or drop classes from their schedule per the CSUB Academic Calendar, which can be found at the following URL:

https://www.csub.edu/calendars/academic.shtml

To add or drop a course, access the form at the following URL:

https://www.csub.edu/registrar/registration

Students are required to withdraw from classes they are not attending. Failure to do so will result in a grade of "WU" and will be calculated into the GPA as an "F."

Application for Credential

The Educational Administration program at CSUB ensures only qualified candidates are recommended for credentials by utilizing checks at both admission to and completion of the program. At admission to the program, the program admissions advisor, a university credential analyst, and program faculty review applications to ensure minimum California Commission on Teacher Credentialing (CCTC) credentialing requirements are met. This ensures only applicants who will qualify for the credential are admitted to the program. At the completion of the program, the program Admissions and Graduation Advisor contacts candidates via email with directions for the credentialing process. Candidates complete the EDAD Credential Application which is reviewed by the university credential analyst for accuracy and completeness before a recommendation for credential is submitted to the CCTC.

CSUB verifies employment as an administrator prior to submitting the application for the Preliminary Administrative Services Credential to the CCTC. The Credential Analyst sends the CCTC Verification of Employment as an Administrator form (Employment Verification Form) to the candidates, who then take it to their employer. Upon completion, the candidate returns the form to the Credential Analyst prior to recommendation for the Preliminary Administrative Services Credential. Program completers who do not have verification of employment as an administrator are recommended for the Certificate of Eligibility.

Please apply for your Certificate of Eligibility or Preliminary Administrative Services Credential in a prompt and timely manner. CSUB Educational Administration faculty will not recommend a Certificate of Eligibility or credential more than seven years after final course completion. CCTC requirements may further limit the time period in which a credential may be obtained.

For directions on completing the application for your credential, visit the following URL:

https://www.csub.edu/credentials/preliminary-credential-requirements.shtml

Applications are processed in the order in which they are received. Processing time is approximately two to four weeks.

Coursework and Program Plan

Coursework information and sequencing can be found at the CSUB Educational Administration webpage. Please contact your program advisor with questions regarding your individual program plan.

Scholastic Expectation (Program GPA)

Classified Post-Baccalaureate or Graduate students must maintain a minimum 3.0 ("B") cumulative GPA. Students performing below this standard will be placed on Academic

Probation. Students who fail to correct deficiencies within a reasonable time period will be suspended. No course with a grade lower than "C" may apply toward the fulfillment of credential requirements.

All candidates must have a 3.0 program GPA with no grade lower than a "C" to be recommended for a credential or to earn the master's degree.

Candidate Dismissal Policy

The CSUB Credential Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidates develop these competencies. If a candidate is not developing competencies required for recommendation for a credential, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CCTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program after the due process is exhausted.

https://www.csub.edu/graduatestudentcenter/_files/academic-disqualification-rev.pdf

Time Limit to Complete Requirements

California Administrative Code, Title 5, Education, states that all the requirements for a credential be completed within a seven-year period. With outdated requirements (generally, courses) the candidate may complete a Petition form for an extension of the time limit or substitution of other appropriate courses but is not guaranteed that the extension or courses will be accepted. At times, due to changes in education standards or credentialing requirements, a course may need to be repeated if the course work has substantively changed and the candidate is considered in non-active status prior to the seven-year period. Extensions for required assessments (e.g., the CalAPA) are not available.

Non-Active Status

Graduate or post-baccalaureate students who have been absent from the program for one term will be reclassified in a non-active student status. All students who have been reclassified in a non-active student status must submit a new application for admission to the university _and_ the program and pay the non-refundable application fees.

However, a candidate may request a planned Educational Leave:

https://csubsign.na2.documents.adobe.com/public/esignWidget?wid=CBFCIBAA3AAABLblq ZhA2EnTp5fisCljS3qZ5_0Si7zAa0aSy2crunY3qLu9Q2AgG1bEyKndXI38IQO4jTmo%2A

Learning Management Systems

Candidates need to have personal access to a computer and the internet to complete course and field experience requirements. A university Canvas account is provided to students enrolled in coursework and field experience. Candidates must purchase and use _Watermark Student_

Learning and Licensure to submit signature assignments for all coursework as well as assessments and a field experience log of activities for clinical practice.

Canvas

Canvas serves as our primary learning management system. Students can access their CSUB Canvas accounts using the following URL: https://canvas.csub.edu/

Watermark Student Learning and Licensure

Candidates must purchase and use *Watermark Student Learning and Licensure* to complete and submit signature assignments and field experience evidence and assessments.

Watermark Student Learning and Licensure can be found at the following URL:

https://www.watermarkinsights.com/solutions/student-learning-and-licensure/

Once you have established your *Watermark* account, you can login via the following URL:

https://sll.watermarkinsights.com/login#/

CSUB Private and Charter School Policy

The California Administrator Performance Assessment (CalAPA) has specific requirements regarding:
- collecting and analyzing three years of data based on one of six California indicators (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, college/career readiness);
- disaggregating the data according to California recognized demographics (e.g. foster youth, ethnicity, race, homeless, socioeconomic disadvantaged, English language learner);
- identifying an equity-based gap in student achievement or well-being;
- forming a community of practice to address the identified gap; and
- coaching a teacher through an instructional cycle.

Additionally, the CSUB Field Experience requires a minimum of 150 hours of job shadowing and supervised leadership involvement in school activities and events.

Each candidate must work closely with their field supervisor, usually their site principal, in meeting these requirements.

CSUB Educational Administration candidates working in private, or charter schools are welcome to utilize their own schools provided these requirements are met.

Potential CSUB Educational Administration candidates working in private, or charter schools are responsible for discussing their current placement with CSUB faculty at the time of application to ensure the candidate will be able to complete program and state credentialing requirements.

Clinical Practice Videos

Candidates taking any course requiring placement for clinical practice must complete and submit the *Candidate Attestation Forms* prior to completing any video assignments. Failure to submit the required forms will result in no-credit for the course or courses enrolled in for the term. These forms are available in your Field Experience Canvas page and in this handbook.

Directions for Permission to Video Record

The California Administrator Performance Assessment Cycles 2 and 3 requires videotaping.

Permission must be obtained from all participants prior to any videotaping. Permission takes two forms:

1. Cycle 2 requires the videotaping of adults participating in a community of practice. Additionally, Cycle 3 requires the videotaping of the coaching session with an adult, volunteer teacher as well as the recording of a lesson conducted by the volunteer teacher. The adult participants involved in these projects must also sign the Adult Release Form available in your Field Experience Canvas page and in this handbook. Videos with adult participants are only to be shared in the official CalAPA submission portal and in your CSUB learning management system account. These video recordings are to never be shared on any social media or other platform.
2. Cycle 3 requires the video recording of an actual class being taught by the teacher you are coaching. You must follow your school and district policy regarding filming students. Some schools have a media release form that students' parents have signed during registration that meets the parental permission requirements. Other schools will require you to obtain parental permission using a school or the CSUB Student Video Release form. The CSUB Student Video Release form is available in your Field Experience Canvas page and in this handbook. Again, be sure to consult with your principal regarding specific district policy. This video is for your review and coaching purposes and is to never be posted or shared in any social media or other platform or venue.

Video Content

Candidates may submit the same video for multiple course assignments as long as the video demonstrates the specifics required in each unique assignment. For reflections and additional course expectations please see the individual syllabi. Candidates may use portions of a CalAPA Cycle 2 or 3 video as a course assignment. Follow syllabus directions for content required for your video. Please contact your instructor with any questions. Video assessment is through CSUB learning management systems only. All videos are to be submitted through learning management systems. No video is to be submitted to any other digital platform except for the official CalAPA submittal site.

Chapter 2 – The California Administrator Performance Assessment (CalAPA)

Beginning with the 2019-2020 school year, the California Commission on Teacher Credentialing (CCTC) requires all Administrative Services Credential applicants to both take and pass the California Performance Assessment (CalAPA).

The CalAPA is divided into three Cycles with each emphasizing a particular leadership skill.

- Cycle 1 focuses on analyzing multiple sources of school data for the purpose of identifying a single equity gap for a group of students at your school. The California Department of Education has state and local measures for each local control funding formula priority area. The six state indicators/measures are chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance (all grades), and college/career readiness for schools in the California School Dashboard. You will choose one state indicator to inform equitable improvement for a group of students that aligns with your school's vision, mission, and/or goals. Within the cycle of *investigate, plan, act,* and *reflect*, you will collect and analyze multiple sources of longitudinal quantitative and qualitative data. After completing an equity gap analysis based on the data collected, you will determine institutional and/or structural factors that may be contributing to the identified equity gap. Based on contributing factors, develop a problem statement to frame an educational need for the student group. To address the problem statement, you will develop potential strategies that might be used for equitable school improvement. Next, you will solicit targeted feedback from a key stakeholder(s) and adjust your proposed strategies accordingly. At the conclusion of this leadership cycle, you will reflect on your capacity to be an equitable leader and identify areas for growth to further develop.

- Cycle 2 focuses on co-facilitating collaborative professional learning within a community of practice for the purpose of improving teaching and student learning. Within the cycle of *investigate, plan, act,* and *reflect,* you will identify and work with a small group of educators at your school to identify a problem of practice. Additionally, the group will jointly determine an evidence-based strategy to address the problem of practice that will strengthen and increase equitable learning and/or well-being for all students. You will then conduct and record all meetings with the group and collaboratively lead the professional learning of the community of practice. Finally, you will reflect on how your co-facilitation supports the group to address the problem of practice, how you supported all members to participate in meetings as the evidence-based strategy was implemented, and how you responded to the group's feedback on your capacity to equitably co-facilitate the community of practice. Equity gap findings from Cycle 1 may inform the focus of your work in Cycle 2.

- Cycle 3 focuses on coaching an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of *investigate, plan, act,* and *reflect*, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle,

including a pre-observation meeting, a focused classroom observation to collect CSTP-related evidence of practice, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and an equity-minded leader.

The CalAPA requirements are articulated through your credential course work.

The CCTC provides strict guidelines for how instructors may provide feedback to candidates regarding CalAPA. Those guidelines can be found at the CalAPA website regarding Acceptable Support:

http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_Faculty_CalAPA.html

Additional information regarding the CalAPA including registration and fee information can be found by choosing the California Administrator Performance Assessment (CalAPA) option at:

http://www.ctcexams.nesinc.com/Home.aspx

In the event that a candidate does not successfully pass all three cycles of the CalAPA before completing the program plan of study, they will be required to maintain affiliation with the EDAD program in each passing fall and spring term until they have successfully passed all three cycles of the CalAPA. To maintain affiliation for the purpose of completing the CalAPA, any candidate who has exhausted their program plan before passing all three cycles of the CalAPA must enroll in a continuing education course offered through Extended Education and Global Outreach (EEGO). This course is provided at the lowest possible cost to the candidate. Please contact your program director for registration information.

If a candidate fails to pass any cycle of the CalAPA more than once, they shall be dismissed from the EDAD program. If a candidate fails any cycle of the CalAPA more than once, they may reapply to the program after a period of at least one complete academic year.

California Administrator Performance Expectations (CAPEs)

While the CalAPA focuses on three essential skills of leadership, those skills are in turn built upon six core content expectations, the California Administrator Performance Expectations.

Your coursework and field experiences are aligned to the CAPEs.

A complete list of the CAPEs can be found at the following URL:

https://www.ctcexams.nesinc.com/content/docs/CAPE_Placemat.pdf

Chapter 3 – Clinical Practice

Clinical practice, or field experience, prepares students for actual job performance in school leadership work. Students will practice essential leadership skills aligned with the California Administrator Performance Assessment (CalAPA) expectations of data analysis, facilitating a community of practice, and instructional coaching. Students also develop understanding of how the California Administrator Performance Expectations (CAPEs) and related research-based theories and practices are applied at schools through supervised leadership participation in school activities, functions, and events.

Because clinical practice is tightly aligned with the CalAPA and to ensure the full range of school leadership responsibilities are observed and experienced, each candidate must have a site mentor. Due to the logistics of the CalAPA requirements, candidates are encouraged to complete their clinical practice at their own school site.

The Educational Administration program does not provide a site mentor but will work with each candidate and their identified site mentor to set program expectations including:

- Supporting 150 hours over the course of the year of active participation in job shadowing and school events and activities from a leadership perspective.
- Supporting the identification of an equity-based gap in student well-being or achievement based on three years of data disaggregated by State of California approved demographics.
- Supporting the candidate's facilitation of a committee of practice including teachers and other stakeholders to address the identified achievement gap.
- Supporting the candidate in a simulated teacher observation cycle emphasizing coaching for continuous instructional improvement.

By the end of the Field Experience I and II courses, candidates will develop deeper experience in the practice of leadership by:

- Forming a plan that identifies and addresses an equity-based gap in student achievement or well-being.
- Facilitating a community of practice to identify, implement, and evaluate strategies to reduce the equity gap.
- Coaching a teacher through an observation cycle.

Additionally, candidates will develop broader understanding of how the California Administrator Performance Expectations (CAPEs) and related research-based theories and practices are applied in schools by:

- Participating in a variety of school and district-based activities, events, processes, and job-shadows.
- Reflecting on how your experiences relate to research-based theories and practices.

Clinical practice is designed to connect class-based readings and theories with application in real-world schooling according the six CAPEs:

1. Visionary Leadership
2. Ethical Leadership
3. Instructional Leadership
4. Family and Community Engagement
5. Management and the Learning Environment
6. External Context and Policy

The complete CAPEs can be found at the following URL:

https://www.ctcexams.nesinc.com/content/docs/CAPE_Placemat.pdf

More CalAPA information can be found at the following URL:

https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html

During the Fall Semester clinical practice, candidates are expected to complete and are evaluated on the following:

Part I – Organizational Scan

- Complete a minimum of 75 hours participating in school or district-based activities, events, processes, and job-shadows.
- Complete three journals summarizing and reflecting upon these experiences.
- Complete a reflection regarding their overall experience and growth as related to the CAPEs and Candidate Dispositions.

Part II – Cycles of Inquiry

- Complete all steps of CalAPA Cycle 1 of the CalAPA.
- Complete steps 1 (Investigate) and 2 (Plan) for Cycle 2 of the CalAPA.

During the Spring Semester clinical practice, candidates are expected to complete and are evaluated on the following:

Part I – Organizational Scan

- Complete a minimum of 75 hours participating in school or district-based activities, events, processes, and job-shadows.
- Complete three journals summarizing and reflecting upon these experiences.
- Complete a reflection regarding their overall experience and growth as related to the California Administrator Performance Expectations and Candidate Dispositions.

Part II – Cycles of Inquiry

- Complete steps 2 (Act) and 3 (Reflect) of CalAPA Cycle 2.
- Complete all steps of CalAPA Cycle 3.

While all texts used in the Educational Administration program contain theory and research-based practices applicable to the clinical practice, the following texts are specifically required for the clinical practice:

Love, N., Stiles, K.E., Mundry, S., & DiRanna, K. (2008). *The data coach's guide to improving learning for all students: Unleashing the power of collaborative inquiry*. Corwin.

Robbins, P. (2015). *Peer coaching to enrich professional practice, school culture, and student learning*. ASCD.

Young, K. A., Julien, A. B., & Osborne, T. (2023). *The instructional coaching handbook: 200+ troubleshooting strategies for success*. ASCD.

Liability Insurance

CSUB requires that you carry liability insurance during your field experience. The cost is $20 for the whole year. Purchase your liability insurance from the Cashier's office at either the Antelope Valley or Bakersfield campus.

Video Recording

Some clinical practice assignments require video recording. Supports are available on the CalAPA webpage from the California Commission on Teacher Credentialing (CCTC). Please review the *Video Recording Tips and Tools* section prior to filming.

Videos shall *never* be uploaded to any social media sites or otherwise shared outside of the official CalAPA submission website and your secure CSUB learning management system accounts.

Sharing videos to social media sites or showing to unauthorized users may result in revocation of your ability to obtain a California Preliminary Administrative Services Credential.

Clinical Practice Evaluations

University supervisors will meet face-to-face with the candidate and the candidate's site mentor (usually the school principal) by mid-September. The meeting will establish expectations for the field experience including that the plan to address the chosen equity-gap is aligned with current school goals.

Additional instruction and feedback will occur through regularly scheduled class meetings, usually two per semester, and individual feedback provided through the course assignments (formative drafts, artifacts, videos, etc.).
Individual feedback is provided via rubrics and questioning strategies. Because the clinical practice is aligned with the CalAPA, instructors and site mentors must follow the California Commission on Teacher Credentialing guidelines for acceptable support:

http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_Faculty_CalAPA.html

The site mentor is also asked by the university supervisor for feedback regarding the candidate's development and expertise in the CAPEs along with candidate dispositions. If necessary, additional face-to-face meetings may be called by the university supervisor, site mentor, or the candidate.

Candidates who do not successfully complete the course clinical practice requirements for their courses will not pass the courses. Candidates will need to request an incomplete or repeat the course the next term before moving forward in their program. Requests for Incomplete Grade forms may be found at the following URL:

https://www.csub.edu/registrar/_files/NewLogoRequest-for-Incomplete-12.03.19_FILLABLE-1.pdf

Digital Professionalism

Candidates are not permitted to utilize technology in the classroom for activities other than as an instruction tool. Candidates may not document any part of their Clinical Practice experience via social media. Administrator Candidates are encouraged to maintain a professional presence on social media. A lack of digital professionalism may result in dismissal from the credential program.

The Site Mentor or University Supervisor will notify the Director if technology is used inappropriately during school hours. If needed for instruction, personal technology may be used as an instructional tool. Candidates who use technology during the academic day for activities other than student instruction will receive an Improvement Plan.

Reporting Child Abuse

The state mandates that suspected child abuse be reported. You are required to take online mandated reporter training. Please visit the following address to complete the training if you have not already done so, or if your certificate has expired:

https://mandatedreporterca.com/training/school-personnel

The certificate is valid for one year and must be current for all clinical practice. If you suspect child abuse in your classroom, talk to the cooperating administrator and designated school administrator responsible for reporting procedures.

Privacy of Personal Information-Confidential Records

Administrator Candidates must abide by prescribed confidentiality and privacy guidelines including pupils' records. Such records and information are to be held in strictest confident under the Family Educational Rights and Privacy Act and the California Education Code and shall not be disclosed to third parties. Violation of these policies may result in immediate dismissal from the credential program.

Diversity of Contexts

Candidates for the Preliminary Administrative Services Credential typically conduct the majority of their clinical practice (field experience) at the school site at which they are assigned by their employing local education agency. In alignment with The Commission on Teacher Credentialing Standards and California Title 5, these candidates are asked to complete clinical practice experiences in school contexts with a different demographic profile than their own school site. That is, five hours of clinical practice experiences are required to be completed beyond the candidate's school site. During clinical practice, students will systematically integrate culturally responsive leadership and pedagogical practices in their coursework and field experiences.

Diversity, Equity, and Inclusive Practices

Cooperating Administrators, Site Supervisors and/or University Supervisors evaluate candidate alignment with expectations related to diversity, equity, and inclusion practices. Candidates reflect about how diversity influences their work with students. Records of placements and evaluations are maintained by the programs.

CSUB candidates will:

- Learn about students in their fieldwork in order to understand represented cultures.
- Be mindful and respectful of the issues that diverse populations present.
- Recognize that students may be brought up in cultures which have different beliefs from one another, and which may be different from your own.
- Acknowledge student differences as well as commonalities and celebrate the differences and commonalities.
- Validate students' cultural identity in classroom practices and instructional materials.
- Educate students about the diversity of the world around them encourage students to respect each other and celebrate their diverse backgrounds.
- Promote equity and mutual respect by monitoring what types of behaviors and communication styles are rewarded and praised in the classroom.
- Examine personal attitudes that might reflect prejudices or bias.
- Tap into the resources of the community when possible, by participating in community events and fostering positive relationships that help create an atmosphere of trust and acceptance for all students and their families.

Improvement Plan

Candidates who do not demonstrate proficiency in the California Administrator Performance Expectations (CAPEs) or Candidate Dispositions will receive no credit for the course and will be required to repeat the course. If school district personnel formally request that an Administrative Candidate be removed from a clinical practice placement, the Credential programs faculty must immediately comply with this request. In these cases, candidates may be placed on probation or be dropped from the program. Candidates are allowed to repeat Clinical Practice a maximum of two times in different school settings if recommended by the improvement plan findings.

Some candidates may experience difficulty in planning for and practicing leadership activities. When a Cooperating Administrator, Administrator, or University Supervisor notices an Administrative Candidate is experiencing difficulty, they will discuss the issue with the candidate. If there a lack of progress, an Improvement Plan will be initiated by the University Supervisor or Faculty Member. The Improvement Plan template can be found at the following URL:

https://csub.box.com/s/2tafa3iyceboy0mzq43aw72x8wb6u9vg

Diversity of Contexts

Candidates for the Preliminary Administrative Services Credential typically conduct the majority of their clinical practice (field experience) at the school site at which they are assigned by their employing local education agency. In alignment with The Commission on Teacher Credentialing Standards and California Title 5, these candidates are asked to complete clinical practice experiences in school contexts with a different demographic profile than their own school site. That is, five hours of clinical practice experiences are required to be completed beyond the candidate's school site. During clinical practice, students will systematically integrate culturally responsive leadership and pedagogical practices in their coursework and field experiences.

Diversity, Equity, and Inclusive Practices

Cooperating Administrators, Site Supervisors and/or University Supervisors evaluate candidate alignment with expectations related to diversity, equity, and inclusion practices. Candidates reflect about how diversity influences their work with students. Records of placements and evaluations are maintained by the programs.

CSUB candidates will:

- Learn about students in their fieldwork in order to understand represented cultures.
- Be mindful and respectful of the issues that diverse populations present.
- Recognize that students may be brought up in cultures which have different beliefs from one another, and which may be different from your own.
- Acknowledge student differences as well as commonalities and celebrate the differences and commonalities.
- Validate students' cultural identity in classroom practices and instructional materials.
- Educate students about the diversity of the world around them encourage students to respect each other and celebrate their diverse backgrounds.
- Promote equity and mutual respect by monitoring what types of behaviors and communication styles are rewarded and praised in the classroom.
- Examine personal attitudes that might reflect prejudices or bias.
- Tap into the resources of the community when possible, by participating in community events and fostering positive relationships that help create an atmosphere of trust and acceptance for all students and their families.

Chapter 4 – University Policies and Procedures

University Procedures and Information Civility and Respectful Conduct

The classroom is environment for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students are expected to exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom whenever they are in the classroom.

Faculty members are obligated to recognize and respect student diversity, ideas, perceptions, and opinions. At the same time, faculty have a fundamental responsibility to maintain the integrity of the learning environment. When confronted by unreasonable disruption in the classroom, faculty are expected to initiate actions to correct such conditions. Such actions may result in disciplinary action ranging from removal from the classroom to formal disciplinary sanctions, including probation, suspension, or expulsion.

Services for Students with Disabilities

On the Bakersfield campus, to request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to the instructor during office hours as soon as possible so you can discuss the specific accommodations needed in the class.

On the Antelope Valley campus, to request academic accommodations due to a disability, please contact the [Office of Services for Students with Disabilities](SSD) as soon as possible. Their office is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (tdd). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to the instructor during office hours as soon as possible so you can discuss the specific accommodations needed in the class.

California State University, Bakersfield attempts to guarantee access to all classes by all students. Students can find CSUB's accessibility policies and services by going to the website for the Office of [Services for Students with Disabilities](). In addition[, E-Learning Services]()at CSUB has its own policy for guaranteeing access to students in online classes:

> California State University, Bakersfield is committed to providing equal access to web-based information for people with disabilities. This is in accordance with Section 504 of the 1973 Rehabilitation Act, Section 508 of the Rehabilitation Act Amendment of 1998 and the 1990 Americans with Disabilities Act, and Executive Order 926 of California State University.

Academic Integrity

Candidates are expected to read and follow the principles and policies for Academic Integrity at CSUB.

More information on CSUB's Academic Integrity policy can be found at the following URL:

https://www.csub.edu/deanofstudents/academic-integrity

Student Complaint and Grievance Procedures

The policy and procedures for filing a complaint and/or grievance deal only with individual student complaints and/or grievances against the actions and/or decisions of faculty, academic administrators, or staff professionals. The complaints and/or grievances may concern but are not restricted to (1) an assigned final course grade, (2) administration of records, (3) admission to a program, or (4) requirements for program completion. Group grievances are not permitted. Complaints and/or grievances will not involve allegations of dishonesty or abuse of professional responsibility as such allegations fall strictly under formal university disciplinary proceedings. Procedures for redress of grievances must protect the respondent against unsubstantiated and false charges of bias or unfairness. Therefore, in a grievance there is a presumption that procedures have been fairly followed. It is the responsibility of the grievant to demonstrate otherwise. The final responsibility for assigning or changing a student's record rests solely with the faculty, academic administrators, or staff professionals.

Complaint Procedures: (A) Before resorting to a grievance, a student shall exhaust all complaint procedures at the department/school level. (B) The student shall first address the complaint with the concerned faculty, academic administrator, or staff professional. If the complaint is not resolved at this level, the student should then meet with the program director and/or department chairperson. (NOTE: It is acceptable for the program/department to have in place a committee that hears/reviews complaints and submits its findings/recommendations to the program director/ department chairperson prior to the student meeting with the program director and/or department chairperson.) (C) If the complaint is not resolved with the program director/department chairperson, the student should meet with the school Dean. (D) If the complaint is still unresolved after meeting with the school Dean, the student may then, and only then, file a written grievance with the Office of the Academic Vice President within a period of seven (7) working days following the date the above complaint procedures were concluded.

Student Complaint and Grievance Procedures can be found at the following URL:

https://www.csub.edu/academicprograms/student-complaints-and-grievances.shtml

Chapter 5 – Dismissal and Program Documents

Credential Candidate Improvement Plan and Dismissal Policy

The CSUB Credential Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidate develop these competencies. If a candidate is not developing competencies required for recommendation for a credential, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CCTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program after the due process is exhausted.

Although cases may vary, the following general departmental due process will be implemented as outlined below:

Step 1: Improvement Plan

A university supervisor, faculty member, or program director completes the Educator Preparation Programs' Credential Candidate Improvement Plan and requests approval from the program director. The faculty member meets with the credential candidate to review the areas of concern and to establish specific steps for improvement. If requested, the director will attend this meeting. This improvement plan is provided to the candidate, program director, the candidate's file and other involved parties in writing. The improvement plan template can be found at the following URL:

https://csub.box.com/s/2tafa3iyceboy0mzq43aw72x8wb6u9vg

Step 2: Decision to Dismiss

If the candidate does not meet the stipulations in the improvement plan and continuation in the program is not recommended, a committee of faculty members including the program director may decide to dismiss the candidate from the program. The candidate will then meet with the faculty member and program director to review the committee's decision.

Step 3: Grievance Process

If the candidate would like to appeal the decision, he or she may send a written request to the Administrator Education Department Appeals Committee, which includes faculty members, the Program Director, and the Department Chair. The Appeals Committee will meet with all involved parties and inform the candidate of the final decision in writing.

California Administrator Performance Expectations Rubric

CAPE	Target	Acceptable	Unacceptable
1. Development & Implementation of Shared Vision	Facilitates the development and implementation of a shared vision of learning and growth of all students.	Engages in the development and implementation of a shared vision of learning and growth of all students.	Does not engage in developing and implementing a shared vision.
2. Instructional Leadership	Shapes a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.	Demonstrates understanding and application of teaching and learning informed by professional standards and focused on student and professional growth.	Does not demonstrate instructional leadership.
3. Management & Learning Environment	Manages the organization to cultivate a safe and productive learning and working environment.	Demonstrates management capability to cultivate a safe and productive learning and working environment.	Does not demonstrate management capability.
4. Family & Community Engagement	Collaborates with families and stakeholders to address diverse student and community interests and mobilize community resources.	Builds connections between families and stakeholders to address diverse student and community interests and mobilize community resources.	Does not build connections with families and stakeholders.
5. Ethics and Integrity	Makes decisions, models, and behaves in ways that demonstrate professionalism, ethics, integrity, justice, and equity and holds others to the same standard.	Makes decisions, models, and behaves in ways that demonstrate professionalism, ethics, integrity, justice, and equity	Does not behave in an ethical manner with integrity.
6. External Context and Policy	Influences the political, social, economic, legal, and/or cultural contexts affecting education to improve education policies and practices.	Understands and appropriately applies the political, social, economic, legal, and/or cultural contexts affecting education.	Does not understand or apply external contexts and policy.

Educator Preparation Program (EPP) Dispositions Rubric

Disposition	Target	Acceptable	Unacceptable
Professional Collaboration	Leads and participates in professional collaboration with all stakeholders.	Engages in professional collaboration with multiple stakeholders.	Does not engage in professional collaboration.
Reflective Practitioner	Demonstrates problem solving and critical thinking strategies across multiple settings and situations. Encourages different points of view.	Demonstrates problem solving and critical thinking strategies. Is open to different points of view.	Does not demonstrate either problem solving, critical thinking, or appreciation of differences.
Ethical Practitioner	Acts in a matter consistent with professional standards and articulates diverse perspectives, opinions, obligations and ethical responsibilities.	Acts in a manner consistent with professional standards and shows an awareness of diverse perspectives, opinions, obligations and ethical responsibilities.	Occasionally demonstrates professional behavior or shows minimal awareness of diverse perspectives, opinions, obligations and ethical responsibilities.
Student/Client Centered	Reaches out and builds connections between among clients that serve to enhance trusting relationships with all constituents.	Builds connections between and among clients that serve to enhance trusting relationships.	Inconsistently builds connections between and among clients that serve to enhance trusting relationships.
Professional Leader	Is a professional leader engaged with all constituents in learner centered dialogue that ensures the advancement, safety, and welfare of all students.	Engages with constituents in learner centered dialogue that ensures the advancement, safety, and welfare of all students.	Infrequently engages with constituents in learner centered dialogue. Exhibits a pattern of negative attitude and/or behavior.
Professional Competence	Is able to articulate and show clear evidence of impact on K-12 student learners through application of research-based practices and differentiated instruction aligned with content standards.	Maintains high programmatic outcomes that reflect research-based practices aligned with content standards.	Is unable to maintain high programmatic outcomes and is not fully aware of research-based practices aligned with content standards.

Candidate Acknowledgement, Release of Liability, and Promise Not to Sue

This form can be found at the following URL:

https://www.csub.edu/aes/_files/edad_files/EDAD_Release_Form.pdf

CANDIDATE ATTESTATION FORM:
ATTESTATION OF COMPLETED RELEASE FORMS

You must follow all of your school and district policies regarding video recording adults for your work on Cycle 2.

You must obtain the signed Administrator Release Form or the signed Adult Release Forms from any adults who appear in your video recordings or photos submitted as part of your CSUB credential coursework.

Keep copies of the Release Forms on file until your preliminary credential has been granted by the California Teaching Commission. Your signature below verifies that you have followed all necessary procedures.

No videos may be recorded prior to collection of the Release Forms and submission of this Attestation Form to CSUB. The original signed consent forms must be provided to the Educational Administration program via the Field Experience Canvas page.

I hereby affirm that I have followed the privacy conventions and permission requirements of my program and school district. I certify that I have secured and am holding on file signed copies of all necessary permission forms from all responsible individuals.

_____   _____
Candidate Name (print)   CSUB ID number

_____   _____
Candidate Signature   Date

CANDIDATE ATTESTATION FORM:
ATTESTATION OF COMPLETED RELEASE FORMS

You must follow all of your school and district policies regarding filming adults and students for your work on Cycle 3.

Obtain a signed Adult Release Form for any adults in your film.

Also obtain the signed Administrator Attestation Form prior to any filming.

Keep copies of the Release Forms on file until your preliminary credential has been granted by the California Teaching Commission.

Do not upload video containing students to any site anywhere at any time.

Only upload video with adults to the secure CSUB Canvas and LiveText and the secure CTC/Pearsons sites.

Your signature below verifies that you have followed all of the necessary procedures.

No videos may be recorded prior to collection of the Release Forms and submission of this Attestation.

The original signed consent forms must be provided to the Educational Administration program director to be kept on file.

I hereby affirm that I have followed the privacy conventions and permission requirements of my program and school district.

I certify that I have secured and am holding on file signed copies of all necessary permission forms from all responsible individuals.

_____   _____
Candidate Name (print)   CSUB ID number

_____   _____
Candidate Signature   Date

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California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

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Administrative Candidate Name: _____ _____

Date: _____

Adult Release Form

(To be completed by administrative candidate, staff members and volunteers that are involved in this project.)

Participant Name: _____ _____

School: _____ _____

Participant Address: _____ _____

I am the adult named above and am more than 18 years of age.

I understand the project description given to me. *(Please check the appropriate box below.)*

_____ **I DO** give permission to you to include my image on videotape as I participate in a class conducted at and/or to reproduce materials that I may produce as part of classroom activities.

_____ **I DO NOT** give permission to include my image on videotape or to reproduce materials that I may produce as part of classroom activities.

Signature of Participant: _____ _____

Date: _____

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Administrator Candidate Name: _____

STUDENT VIDEO RELEASE FORM

Dear Parent(s)/Guardian(s):

I am a participant in an assessment, the California Administrator Performance Assessment, for school administrator candidates. One of the purposes of this assessment is to support efforts to increase student learning and/or well-being by working with your student's teacher(s).

This assessment requires that a short video of one lesson taught in your child's class be used to provide feedback to your child's teacher. The purpose of the video is to allow an opportunity for me and your child's teacher to reflect on their teaching practices in an effort to support their own improvement as an educator. In the course of making the video, your child may appear on the video. Although the video involves both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class.

This video will not be shared with anyone beyond myself and your student's teacher. The video file will be stored on a password protected electronic devices accessible only to myself and your student's teacher and will be destroyed after completion of this assessment.

PERMISSION SLIP

Student's Name: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the administrator performance assessment, and I agree to the following (*please check ONE of the boxes below*):

_____ **I DO** give permission to include my child's image on video as he or she participates in their normal classroom instruction.

_____ **I DO NOT** give permission to include my child's image on video during the lesson.

_____   _____

(Parent/Guardian Name, please print)   **(Date)**

_____

(Parent/Guardian Signature)

Please return this form to your student's teacher

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Nombre del candidato administrador: _____

FORMULARIO DE VIDEO DE ESTUDIANTE

Estimados Padres / Guardianes:

Soy un participante en una evaluación, la Evaluación de Desempeño del Administrador de California, para candidatos a administradores escolares. Uno de los propósitos de esta evaluación es apoyar los esfuerzos para aumentar el aprendizaje y / o el bienestar de los estudiantes trabajando con los maestros de su estudiante.

Esta evaluación requiere que se use un video corto de una lección enseñada en la clase de su hijo para proporcionar comentarios al maestro de su hijo. El propósito del video es permitirnos a mí y al maestro de su hijo reflexionar sobre sus prácticas de enseñanza en un esfuerzo por apoyar su propia mejora como educadores. Al hacer el video, su hijo puede aparecer en el video. Aunque el video involucra tanto al maestro como a varios estudiantes, el enfoque principal está en la instrucción del maestro, no en los estudiantes de la clase.

Este video no se compartirá con nadie más que yo y el maestro de su hijo. El archivo de video se almacenará en un dispositivo electrónico protegido por contraseña, accesible solo para mí y el maestro de su hijo, y se destruirá después de completar esta evaluación.

HOJA DE PERMISO

El nombre del estudiante: _____

Soy el padre / tutor legal del niño mencionado anteriormente. Recibí y leí su carta sobre la evaluación del desempeño del administrador, y estoy de acuerdo con lo siguiente (*marque UNA de las casillas a continuación*):

_____ SI doy permiso para incluir la imagen de mi hijo en el video mientras él o ella participa en su vida normal instrucción en el aula.

_____ NO doy permiso para incluir la imagen de mi hijo en video durante la lección.

_____   _____
(Nombre del padre / tutor, escriba en letra de molde)   **(Fecha)**

_____
(Firma del Padre / Tutor)

Por favor devuelva este formulario al maestro de su estudiante.