

School of Education
Department of Leadership Studies

PROGRAM ASSESSMENT FOR
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

I. Program Goals

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Modeling a personal code of ethics and developing professional leadership capacity.
6. Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

II. Learning Outcomes

- 1(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- 1(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- 1(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- 1(d) Each candidate can identify and address barriers to accomplishing the vision.
- 1(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
- 1(f) Each candidate is able to use the influence of diversity to improve teaching and learning.
- 2(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.
- 2(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.
- 2(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- 2 (d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- 2(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.
- 2(f) Each candidate promotes equity, fairness, and respect among all members of the school community.
- 2(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.

- 2(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.
- 2(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.
- 3(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.
- 3(b) Each candidate can establish school operations, patterns, and processes that support student learning.
- 3(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- 3(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.
- 3(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- 3(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.
- 3(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.
- 3(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.
- 3(i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.
- 3(j) Each candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.
- 4(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.
- 4(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.
- 4(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.
- 4(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- 4(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.
- 4(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
- 4(g) Each candidate is able to facilitate parent involvement and parent education activities that support students' success.
- 5(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.
- 5(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.
- 5(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- 5(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.
- 5(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- 5(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.
- 5(g) Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- 5(h) Each candidate engages in professional and personal development.

- 5(i) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
- 5(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.
- 5(k) Each candidate protects the rights and confidentiality of students and staff.
- 6(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.
- 6(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.
- 6(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.
- 6(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.
- 6(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement

III. 3 Year Assessment Plan

Type of Assessment:

Classroom Assessments

In each course there is one, or a series of, assignments that result in a final grade.

- These assessments are conducted by the classroom instructor for each class
- Each class is tied to the CCTC Standards

Needs

While each classroom does produce an assessment that assesses student learning in the class there is not structure in place that helps students or instructors understand how each of these classroom assessments connect to students overall learning in the program.

There are also no rubrics being used to assess student learning so students only receive a letter grade upon completion of the course. Our end products for each class need further improvement on addressing student outcomes.

Goals and Time Frame

- Goal One- Create an assessment inventory for all of the courses by Spring 2009, verifying the alignment of assessments with outcomes.
- Goal Two- Identify gaps and/or overlaps in student outcomes, then realign program accordingly to ensure that students receive exposure to all administrative competencies. By Summer 2009
- Goal Three- Create rubrics for assessments that can be used by instructor of course and by the director of program. By Fall 2009

Type of Assessment:

Field experience observation/meeting (at least 3x per semester) –form attached

During the duration of the field experience, candidates meet regularly with their assigned instructor and their field supervisor to reflect on the relationship of their experiences to the seven conceptual areas, assess their progress toward completion of their plans, modify

their plans as needed, and ensure their acquisition of the competencies outlined for the field experiences.

Needs

Currently meeting the field observation meetings are check-ins on student progress as well as, a time for student directed questions. There is not a set protocol for these meetings at this time.

Goals and Time Frame

Goal One: To develop meeting protocols between the instructor and the students. By Summer 2009

Goal Two: To design a pre-observation form for the student to prepare for actual meeting with instructor. This form will have guiding questions and checklists for the student. By Summer 2009

Type of Assessment:

Portfolio

Candidates in Field Experience I (3 units) and Field Experience II (3 units) carry out a plan of administrative activities that is designed to enhance their ability to apply concepts of the Preliminary Administrative Services Credential Program and its seven conceptual areas to school practice. The seven areas are as follows:

- educational leadership
- program improvement
- educational management
- governance and community
- educational finance
- public school law
- information management

The plans are developed at a school site, or within another appropriate educational setting, jointly by the candidate, an instructor from the University of San Francisco faculty and an appropriate supervisor at that site. The supervisor must be serving in a leadership role such as principal or assistant principal, and have the required California certification for that role. The plans include responsibilities for leadership and management activities that will both lead to the development of candidate competencies identified later in this document and address issues within the field service site and/or meet specific needs of that institution.

Candidates develop and maintain portfolios of their work. The portfolios include:

- plans of work (which may be modified as site and/or candidate needs change)
- logs of activities
- reflections on the relationships among the activities
- the conceptual domains
- the competencies to be achieved through field services

- examples of the work completed. Such examples may include, for instance, a curriculum developed by the candidate alone or in concert with others, agenda of meetings attended or led, school memoranda written by the candidate, notes on assistance provided to new teachers, budgets developed or utilized by the candidate in the exercise of the field service.

Needs

Each component of the portfolio needs more structure in order to address student outcomes.

Goals and Time Frame

Goal One- Create a template for Needs Assessment, goal setting and reflections by Summer 2009.

Goal Two- Create a scoring rubric that can be used by both the students as a self-assessment and by the instructor to assess student learning by Summer 2009.

Type of Assessment:

Candidate Competency Evaluation (completed for each field experience) – form attached

At the conclusion of the work, the candidate's acquisition of these competencies is evaluated by the instructor and the field supervisor based upon the candidate's portfolio as well as ongoing observations of the candidate during the period of the field experiences.

Needs

Rubrics need to be created.

Goals and Time Frame

Goal One- Create a rubric for each individual field experience- By Fall 2009

Goal Two – Create a student self-reflective essay based on the completion of Field Experience I and II by Fall 2009.

IV. Assessments Still Needed

Type of Assessment:

Entrance/Exit Survey for Program

The survey will be administered through Survey Monkey. The link will be sent out by the Program Director to the Program. The survey will address the leadership standards that will be taught in the program.

Needs

The program needs an entrance/exit survey to see where students are in terms of their learning upon entering the program and when their learning is when they exit the program.

Goals and Time Frame

This survey will be completed by Fall 2008. It will begin being administered this Fall for our new students in the program as well as to those exiting the program. Even though those exiting will have not have taken the initial survey we can see where our candidates feel they are on their learning upon exiting. We will continue to use this survey every year for all new candidates and candidates exiting the program.

**University of San Francisco
Field Observation Form
Preliminary and Clear Administrative Credential**

Candidates Name: _____ USF Instructor: _____

Preliminary Field Experience I Field Experience II

Clear Professional Practice A Professional Practice B

Visit Number: _____ Date: _____

Vision for Learning

Student Learning and Professional Growth

Organizational Management for Student Learning

Working with Families and Diverse Communities

Personal Ethics and Leadership Capacity

Political, Social, Economical, Legal, and Cultural Understanding

Discussion:

Other Information:

Signatures

Candidate: _____ USF Instructor: _____

<p>Form 3 UNIVERSITY OF SAN FRANCISCO School of Education Department of Organization and Leadership</p> <p>PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL</p> <p>Candidate Competency Evaluation Form</p>
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Name of Candidate

Semester, Year

Name of Field Supervisor

Name of Instructor

The above named candidate has demonstrated academic and professional skills and knowledge as indicated by the ratings on the competencies listed below. These ratings have been agreed upon jointly by the field supervisor and University instructor. The rating scale is as follows:

Rating Scale

- 4 = Outstanding (Equivalent to a graduate grade of A)
- 3 = Satisfactory (Candidate meets all aspects of the competency; Equivalent to a graduate grade of B)
- 2 = Candidate meets minimum standards (Equivalent to a graduate grade of C)
- 1 = Failure (Candidate does not meet the minimum standard; Equivalent to a graduate grade of F)

Area of Competence	Rating
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- | | |
|---|-------|
| 1. Demonstrates the ability to apply theoretical perspectives to his or her own organizational setting. | _____ |
| 2. Works collaboratively with faculty, staff, parents, community members and learners who are culturally, ethnically and socio-economically diverse and learners drawn from at least two school levels. | _____ |
| 3. Demonstrates an understanding of shared leadership and its concomitant need to develop and/or utilize the leadership skills of others. | _____ |
| 4. Demonstrates the ability to lead groups and individuals in the development and/or implementation of long or short range organizational goals and objectives utilizing appropriate leadership styles. | _____ |

Preliminary ASC/Competency Evaluation (cont'd)

Area of Competence	Rating
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- | | |
|--|-------|
| 5. Demonstrates understanding of the developmental needs of learners, the socio-demographic make-up of the school community, and school district curricula through the development, modification, implementation, and/or evaluation of appropriate learning methods and activities for diverse groups of students. | _____ |
| 6. Manages human resources to benefit the instructional program and/or the ongoing operation of school. | _____ |
| 7. Manages student services in response to individual and diverse learner needs making use of the services of appropriate support personnel both within the school and in community agencies. | _____ |
| 8. Involves families of all cultural groups and patterns in school programs. | _____ |
| 9. Communicates school information to families, including families whose primary language is not English, and to other groups within and outside the school. | _____ |
| 10. Demonstrates knowledge of the use of fiscal resources, time, and or facilities to benefit the learners and the operation of the school. | _____ |
| 11. Applies appropriate local rules, procedures, and directives, and federal and state constitutional provisions and laws related to the school. | _____ |
| 12. Collects, analyzes, and interprets information about student progress and/or other data for school management and school improvement. | _____ |

Signature of Field Supervisor

Signature of University Instructor

Date

Date