

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	CSU Fresno	Program	PRELIMINARY ADMINISTRATIVE SERVICES
Date of Review	11/2020		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (less than 150 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	1, 3, 6, and 9
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****In order to ensure alignment between the Preliminary Administrative Services Credential program and the California Administrator Preparation Assessment (CalAPA), the program went through a re-design after the initial Program Standards responses were submitted. As detailed below, the first two cohorts following the redesigned model began their coursework in Fall 2021. Responses to the feedback below reflect the redesign. An updated matrix with updated syllabi, in addition to the originally-submitted matrix and originally-submitted syllabi, are also provided to demonstrate alignment between course contact and the Program Standards.*

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Rationale	Clear Rationale and design of program. Evidence with organizational chart and connections to CalAPA. Along with multiple pathways to acquire PASC (Intern program).	The Preliminary Administrative Services Credential program is aligned with the California Commission on Teacher Credentialing (CTC) California Administrator Performance Expectations (CAPEs). Candidates’ success is measured using the California Administrator Preparation Assessment (CalAPA) along with their successful completion of the PASC program, which includes clinical fieldwork experience embedded through the course content. The Fresno State Preliminary Administrative Services Credential Program and Master of Arts Degree in Educational Leadership and Administration (FS PASC/MAED) prepares highly qualified aspiring school administrators through

	<p>There does not seem to be an explicit connection to “adult learning theory” or “theory and research” which could be strengthened either in the program design portion, the program handbook, or both.</p>	<p>coursework and embedded fieldwork experiences aligned to the requirements, standards, and expectations set forth by the CTC. This 3-semester sequential progression model includes high expectations, mastery learning, and cohorts of individuals currently employed in the educational setting. Candidates are expected to apply theoretical and scholarly concepts, knowledge, and leadership skills in their work leading schools and school districts.</p> <p>The mission of the FS PASC/MAED is to <i>prepare credible and relevant leaders in education committed to advancing equity and excellence throughout the Central Valley</i>. The program is rigorous, application-oriented, and focused on common goals in order to prepare knowledgeable practitioners. Candidates are offered the opportunity to remain working full-time in the field of education while taking courses in the evenings and in a blended or hybrid learning environment with some online coursework available. As part of our redesign efforts, FS PASC is working to gain University approvals required to offer a fully online cohort model to meet the needs in outlying rural and mountain school districts. Candidates can complete the program in three semesters where courses have been developed to include specific CTC program standards and then correspond with a designated learning cycle in the new California Administrator Performance Assessment (CalAPA). Each semester students may be enrolled in 3-4 courses based on credential only or MAED pathway plus credential. The coursework required for the credential is 24 units. For those candidates working towards the master’s degree, two courses (ERE 153, ERE 220/244) are offered online and the culminating experience is an online or independent project experience with a faculty advisor: Master’s Project (EAD 298) or Thesis (EAD 299). While courses are offered in a face-to-face delivery model, some sessions may be delivered online.</p> <p>For our sunseting model, each Educational Leadership (EAD) course was offered in a seven-session format in the evenings in a blended or hybrid model. Semester 1 had an emphasis in Instructional Leadership and the Development and Implementation of Shared Vision-Leadership-CalAPA, Cycle 2. Semester 2 had a focus on Leadership Cycle 1, the Management and Learning Environment with the inclusion of Ethics and Integrity of school leadership. Lastly, Semester 3 focused on Leadership Cycle 3 and the skill needed to attend to the Management and Learning Environment with an Instructional Leadership focus.</p> <p>For our newly redesigned program, approved Spring 2021, courses have been consolidated into a semester-long format with a heavier unit load, along with</p>
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		<p>the addition of a virtual Leadership Seminar and Fieldwork support courses. This allows for more continuity for content learning and skills practice without switching professors every 7-weeks, as was usually the case in our sunseting model. Furthermore, more intentional support for the CalAPA can be provided in the seminar courses, releasing that focus from the core classes. Lastly, the redesigned model now follows the CalAPA CAPEs content by numerical order: Semester 1 (CalAPA 1), Semester 2 (CalAPA 2), Semester 3 (CalAPA 3). The goal is to provide more clarity to the program sequencing and to honor the content and competencies required by respective CalAPA to better align with the current semester skills and ability of our candidates. The redesigned program also ensures candidates develop capacity as future P12 school leaders to apply foundational leadership concepts and performance expectations. Discussion topics to include: schools in democratic society, theory of action, student-centered learning and well-being, equity-driven leadership, culture and context (culturally responsive leadership), data-driven decision-making, collaborative leadership, reflective practitioners (Gibb's cycle of reflection), bias and deficit thinking (asset-based framework), Multi-Tiered Systems of Supports (MTSS), Adult Learning Theory (Andragogy), and standards for graduate writing (APA). Moving from theory to practice, candidates also receive coaching and supervision for administrative credentialing requirements of fieldwork and the performance assessment.</p> <p>For our redesigned program (first two cohorts began in Fall 2021), candidates participate in embedded core course fieldwork experiences and are enrolled in leadership seminar and fieldwork courses where they regularly connect with their seminar instructor as the university coach regarding fieldwork reflection and support. The seminar courses include the evidence required by the CTC to document and reflect on all fieldwork experiences and site-based mentor interactions to ensure all CAPEs are experienced across diverse contexts. The program also offers an internship option as part of the integrated cohort model. All cohorts are in partnership with local school districts throughout the Central Valley. Internship candidates complete the same courses as others; however, they also complete EAD 287 (Internship I)/EAD 288 (Internship II) based on entry date as an intern candidate. During any given school year, the FS PASC/MAED operates between three to five cohorts in local districts and on campus.</p>
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		<p>The program has completed an approved redesign which is inclusive of new syllabi and courses in alignment with CalAPA and CCTC program standards (see program handbook linked below). This program redesign approval was a two-year process.</p> <p>LINK to the redesigned course layout LINK to the UPDATED handbook, which includes program organizational chart (p. 11) and program matrix (p. 12) LINK to the updated School of Education Org Chart</p> <p>Specifically, Adult learning theory is introduced in EAD 271 and in the Seminar EAD 272. It is practiced in EAD 262 and EAD 263. In EAD 271 and EAD 272 students are introduced to adult learning theory in the second module, including a video, readings and reflection. Additionally, it is applied through their field work and CAL APA content in EAD 262 and EAD 263.</p> <p>LINK to EAD 271 - Leadership Seminar and Fieldwork 1 LINK to EAD 272 - Leadership Seminar and Fieldwork 2 LINK to EAD 262 - Communities of Practice for Student Learning and Well-Being LINK to EAD 263 - Professional Learning for Teacher Growth</p> <p>Theory and research are addressed in EAD 261, EAD 262 and EAD 273. From the beginning of the program, students read about leadership theory, equity driven leadership theory and continuous improvement theory. Later in the program they learn theories around coaching models and professional learning models. In their fieldwork they conduct action research and reflect on their research findings each semester. In addition they apply the learning and research about the theory in their signature assignments in EAD 261.</p> <p>LINK to EAD 261 - School leadership for equity and improvement LINK to EAD 262 - Communities of Practice for Student Learning and Well-Being LINK to EAD 273 - Site-Based Leadership and Fieldwork 3</p>
<p>Standard 2: Collaboration, Communication, and Coordination</p>	<p>The field experience partnership document, where I would expect to see this information, hyperlinks to the spring 2020 cohort list (seems to be a hyperlink error) and only</p>	<p>Fieldwork is the place where theory meets practice. Gaining a wide range of experiences is an essential part of candidates' preparation to be a school leader. Fieldwork must reflect the typical responsibilities of a full-time administrator, which include but are not limited to: curriculum leadership across disciplines (beyond candidates' own subject area and/or job description), working with families and the broader community, discipline, special needs, English Learners,</p>

	<p>contains total numbers of students placed in each district.</p> <p>It would be helpful if there were a document to explain the nature of the partnership and how the “partnerships contribute substantively to the design, implementation, quality and effectiveness of the program.”</p> <p>There is an MOU, but it would be helpful if the MOU specified more clearly the roles and expectations of all partners within the MOU (currently the responsibilities are listed only in the field instructor training section of the submitted evidence). Finally, there is no information about how partners are engaged in the ongoing work of “open and ongoing communication about program quality...”</p> <p>How are site fieldwork mentors trained?</p>	<p>staff development and supervision, education law, budget, school improvement, advocacy, district exposure, feeder school articulation, college-career pathways, acting administrator duties and data-driven decision making. The field experience partnership mentor expectations document has been updated since the program redesign. A new, current link can be found here.</p> <p>Over the three-semester program, candidates experience a variety of school levels and school settings, at least one of which must involve a site with a diverse school population. For these experiences, candidates need to go beyond their department into the total school, to feeder schools, and to the district level. Semesters 1, 2, and 3 in the program require that fieldwork be supervised through respective Leadership Seminars (EAD 271, EAD 272, EAD 273).</p> <p>The Fresno State PASC Program supports candidates and provides learning experiences that total approximately 150 fieldwork hours outside of class that include: competency tasks, learning experiences and leadership cycle activities (See Table Below).</p> <p><i>Overview of Clinical fieldwork experiences and hours by course and semester</i></p> <p>Fieldwork: EAD 271 (Semester one) - 50 hours Interview your field mentor; Interview another principal at a different level; Attend a Student Study Team (SST) or similar Process; Attend a complex IEP or 504 meeting</p> <p>Fieldwork: EAD 272 (Semester two) - 50 hours Shadow your field mentor – management of environment; Shadow your field mentor – Public community event; Attend a PLC or similar process meeting; Attend a Behavior Team or similar process meeting</p> <p>Fieldwork: EAD 273 (Semester three) - 50 hours School Board Meeting; Student Discipline Meeting; Mock Interview; Lesson Observation and Coaching Cycle; Human Resources Interview; Budget Interview</p> <p>District partnerships are integral to the program. Included at this link is a district partnership flowchart, which outlines the roles and responsibilities for both the university and district partnership to ensure the best support for program candidates.</p> <p>The program coordinator communicates via email with district superintendents regarding the mentors and assigned students in each district. The updated</p>
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<p>Standard 3: Development of Professional Leadership Perspectives</p>	<p>From a holistic review of all syllabi there is evidence that this standard is met. However, the links in the matrix are not working correctly and often send us to alternative pages before allowing us to enter the course</p>	<p>PASC candidates and graduates engage in professional practice in educational settings and show that they have the skills and abilities to do so in a variety of additional settings and community/cultural contexts. For example, completers must have broad and general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of student identities, or in all types of school environments. Candidate preparation, then, includes first-hand</p>

	<p>pages. Also, some links continually revert to the same pager over and over again.</p>	<p>professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers.</p> <p>The links to the syllabi in the CAPEs alignment matrix HERE. This matrix has been updated as part of the program redesign and indicates where each CAPE standard and element are introduced, practiced and assessed. In addition the syllabi are linked in the sequenced course numbers in the header row. Syllabi also indicate which CAPEs align with the signature assignments.</p>
<p>Standard 4: Equity, Diversity, and Access</p>	<p>Reviewers did not see any evidence of this standard.</p>	<p>As noted in our updated handbook, public website, and candidate orientation, the program mission is to develop multi-faceted scholar-practitioners and prepare ethical and resilient leaders in education committed to advocating for equity, social justice and excellence in educational leadership for K-12 throughout California.</p> <p>Our values support leadership in:</p> <ul style="list-style-type: none"> ● Equity Driven for Social Justice ● Transformational Leadership Praxis ● Student Centered ● Asset-Based Focused ● Courageous Leaders ● Action Research ● Impactful Advocacy ● Culturally Responsive <p>Our vision is to cultivate Educational Leadership and Administration graduates who will become courageous transformational leaders advocating for equity and social justice from an asset-based frame who execute actions that have a profound positive impact on the lives of children, educators, and the community for K-12 throughout California.</p> <p>Furthermore, diversity statements and working definitions for diversity, equity and inclusion are stated in the student expectations within each syllabus as a foundational requirement for candidate and faculty interactions throughout the entire program.</p> <p>LINK to EAD 271 - Leadership Seminar and Fieldwork 1 LINK to EAD 272 - Leadership Seminar and Fieldwork 2 LINK to EAD 273 - Site-Based Leadership and Fieldwork 3 LINK to EAD 261 - School leadership for equity and improvement LINK to EAD 262 - Communities of Practice for Student Learning and Well-Being</p>

		<p>LINK to EAD 263 - Professional Learning for Teacher Growth</p> <p>To embark on the journey of growth as a school leader for diversity, equity, access, and inclusion, each candidate takes the Equity Driven Leadership index and the start of the program, and eventually at the end of the redesigned program semester three. Please see the PDF of the Qualtrics survey HERE and initial results of our first data set pre-assessment as evidence HERE.</p> <p>Guest speakers are also invited every semester to provide diverse perspectives regarding leading for equity, diversity, and access. A sample of an invited Equity Driven Leadership panel for Dr. Hannigan’s EAD 262 course with attendance and questions as evidence. Panel represented five ethnically, racially, socio-economically, and regionally (urban, suburban, rural) diverse school districts from central and south San Joaquin valley and one from the Fresno county office of education along with the Dean of Education and Human Development.</p>
<p>Standard 5: Role of Schooling in a Democratic Society</p>	<p>Evidence of this portion of Standard 5 was missing. Focus on providing more specific evidence of this standard. “The program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. The program includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling.”</p>	<p>Introduced in Leadership Seminar courses and assessed in EAD 273. The Fresno State PASC program believes and infuses into all courses the understanding that effective leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices. Additionally, leaders have the moral imperative to provide all students with the best possible education.</p> <p>The PASC program teaches approaches for how effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student’s academic success and well-being. McLaughlin and Talbert (2006) posit that building a shared vision and language about practice is essential to teacher’s professional learning.</p> <p>EAD 273 Competency Task #1 focuses specifically on the examination of the principles of democratic education and the responsibilities of citizenship. Candidates will explore the variety of ideas and forces that contribute to a democratic society and learn how historical, and philosophical influences, state and federal policy decisions, are established to impact schooling.</p> <p>LINK to EAD 271 - Leadership Seminar and Fieldwork 1 LINK to EAD 272 - Leadership Seminar and Fieldwork 2 LINK to EAD 273 - Site-Based Leadership and Fieldwork 3 LINK to EAD 261 - School leadership for equity and improvement</p>

		LINK to EAD 262 - Communities of Practice for Student Learning and Well-Being LINK to EAD 263 - Professional Learning for Teacher Growth
Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (CAPEs)	<p>There is evidence of the standard being met in a holistic sense. The Matrix and a review of all syllabi and the handbook seem to indicate that all CAPEs are covered and have included the CalAPA in some fieldwork courses; however, it was difficult to gauge the increasing complexity due to the hyperlinks in the Matrix not working (and clicking in the I,P, A just took us to the top of each syllabus rather than a specific, highlighted portion)</p>	<p>The links to the syllabi in the CAPEs alignment matrix HERE. This matrix has been updated as part of the program redesign and indicates where each CAPE standard and element are introduced, practiced and assessed. In addition the syllabi are linked in the sequenced course numbers in the header row. Syllabi also indicate which CAPEs align with the signature assignments.</p> <p> LINK to EAD 271 - Leadership Seminar and Fieldwork 1 LINK to EAD 272 - Leadership Seminar and Fieldwork 2 LINK to EAD 273 - Site-Based Leadership and Fieldwork 3 LINK to EAD 261 - School leadership for equity and improvement LINK to EAD 262 - Communities of Practice for Student Learning and Well-Being LINK to EAD 263 - Professional Learning for Teacher Growth </p>
Standard 7: Nature of Field Experiences	<p>It is unclear from the evidence presented how this portion of Standard 7 is met: “Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.”</p>	<p>Fieldwork is the place where theory meets practice. Gaining a wide range of experiences is an essential part of candidates’ preparation to be a school leader. Fieldwork must reflect the typical responsibilities of a full-time administrator, which include but are not limited to: curriculum leadership across disciplines (beyond candidates’ own subject area and/or job description), working with families and the broader community, discipline, special needs, English Learners, staff development and supervision, education law, budget, school improvement, advocacy, district exposure, feeder school articulation, college-career pathways, acting administrator duties and data-driven decision making. The field experience partnership mentor expectations document has been updated since the program redesign. A new, current link can be found here.</p> <p>Over the three-semester program, candidates experience a variety of school levels and school settings, at least one of which must involve a site with a diverse school population. For these experiences, candidates need to go beyond their department into the total school, to feeder schools, and to the district level. Semesters 1, 2, and 3 in the program require that fieldwork be supervised through respective Leadership Seminars (EAD 271, EAD 272, EAD 273).</p> <p>The Fresno State PASC Program supports candidates and provides learning experiences that total approximately 150 fieldwork hours outside of class that</p>

		<p>include: competency tasks, learning experiences and leadership cycle activities (See Table Below).</p> <p><i>Overview of Clinical fieldwork experiences and hours by course and semester</i></p> <p>Fieldwork: EAD 271 (Semester one) - 50 hours Interview your field mentor; Interview another principal at a different level; Attend a Student Study Team (SST) or similar Process; Attend a complex IEP or 504 meeting</p> <p>Fieldwork: EAD 272 (Semester two) - 50 hours Shadow your field mentor – management of environment; Shadow your field mentor – Public community event; Attend a PLC or similar process meeting; Attend a Behavior Team or similar process meeting</p> <p>Fieldwork: EAD 273 (Semester three) - 50 hours School Board Meeting; Student Discipline Meeting; Mock Interview; Lesson Observation and Coaching Cycle; Human Resources Interview; Budget Interview</p> <p>District partnerships are integral to the program. Included at this link is a district partnership flowchart which outlines the roles and responsibilities for both the university and district partnership to ensure the best support for program candidates.</p> <p>This has been determined by the candidate’s fieldwork. All students have worked in central valley schools which are diverse by definition. Please see the candidate mentor and fieldwork assignments with notation of district and/or school Title I designation with links to the CA Dashboard for demographic information HERE. In the case of an assignment where candidates are not as a diverse school, the mentor and program coordinator will work with candidate to connect to field experiences in settings on other campuses as necessary. Specifics on the nature of the fieldwork expectations and documentation can be found within the updated PASC program handbook and redesigned Leadership Seminar and Fieldwork course syllabi.</p> <p>Three times a semester, students are required to reflect on their field experiences through an equity driven leadership lens as well as complete a CAPes/AAQEP self-assessment of professional growth.</p> <p>LINK to the UPDATED handbook</p>
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		LINK to EAD 271 - Leadership Seminar and Fieldwork 1 LINK to EAD 272 - Leadership Seminar and Fieldwork 2 LINK to EAD 273 - Site-Based Leadership and Fieldwork 3
Standard 8: Guidance, Assistance, and Feedback	Reviewers found no Evidence of Standard	LINK to the UPDATED handbook LINK to EAD 261 - School leadership for equity and improvement LINK to EAD 262 - Communities of Practice for Student Learning and Well-Being LINK to EAD 271 - Leadership Seminar and Fieldwork 1 LINK to EAD 272 - Leadership Seminar and Fieldwork 2 LINK to EAD 273 - Site-Based Leadership and Fieldwork 3
8A: Administration of the Administrator Performance Assessment (APA)	Reviewers found no Evidence of Standard	Please see redesigned program information below: LINK to the redesigned course layout LINK to the UPDATED handbook LINK to EAD 261 - School leadership for equity and improvement LINK to EAD 262 - Communities of Practice for Student Learning and Well-Being LINK to EAD 271 - Leadership Seminar and Fieldwork 1 LINK to EAD 272 - Leadership Seminar and Fieldwork 2 LINK to EAD 273 - Site-Based Leadership and Fieldwork 3 The CalAPA Peer-to-Peer Review Process is also conducted each semester using the CalAPA rubrics and feedback form for each respective assessment.
8B: Candidate Preparation and Support	<p>There is evidence of some CalAPA assessment materials contained within some of the fieldwork course syllabi; however, it is not clear how/if students are provided with the assessment guides or other forms of required CalAPA supports listed in Standard 8B.</p> <p>There is no mention of a remediation plan related to the CalAPA.</p>	Please see redesigned program information below. For candidates who do not pass a particular leadership cycle, remediation will occur between the instructor that taught the assessment concepts and the candidate as requested. In addition, we offer CalAPA Catch Up Support Seminars via Zoom with breakout rooms for each CalAPA Cycle for candidate to self-select support from respective faculty. LINK to the redesigned course layout LINK to the UPDATED handbook LINK to EAD 261 - School leadership for equity and improvement LINK to EAD 262 - Communities of Practice for Student Learning and Well-Being LINK to EAD 271 - Leadership Seminar and Fieldwork 1

		LINK to EAD 272 - Leadership Seminar and Fieldwork 2 LINK to EAD 273 - Site-Based Leadership and Fieldwork 3
8C: Assessor Qualifications, Training, and Scoring Reliability	Reviewers found no Evidence of Standard	<p>Though most of the faculty are trained CalAPA assessors and are scorers, the Fresno State PASC program DOES NOT use the local scoring option. Please see faculty CV's for specific CalAPA trainings and other support session offerings. Dr. Walsh is a member of the Standard Setting consortium and has been a calibrated scorer CalAPA Cycle 3 prior to COVID. Drs. Hannigan and Luna are calibrated scorers for CalAPA 1. Drs. Watson and Mendoza have training to score CalAPA 2. All faculty have attended other CalAPA trainings and support sessions.</p>
Standard 9: Assessment of Candidate Performance	Standard 9 appears to be met through a combination of the syllabi and other evidence provided about the candidate monitoring and recommendation process.	<p>Educational leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold others to the same standard. In this way, new administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. Finally, new administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.</p> <p>LINK to the UPDATED handbook</p> <p> LINK to EAD 261 - School leadership for equity and improvement LINK to EAD 262 - Communities of Practice for Student Learning and Well-Being LINK to EAD 263 - Professional Learning for Teacher Growth LINK to EAD 271 - Leadership Seminar and Fieldwork 1 LINK to EAD 272 - Leadership Seminar and Fieldwork 2 LINK to EAD 273 - Site-Based Leadership and Fieldwork 3 </p> <p>In EAD 271, 272, and 263, candidates complete Competency Tasks which focus on supporting candidates to uphold program standards and requirements as developing administrators. By maintaining progress of the credentialing requirements, candidates will practice and demonstrate ethical decision-making and action along with reflective practice and awareness of the important role educational policy plays in shaping learning experiences. The program requires candidates cultivate high levels of personal and professional integrity, reflective</p>

		<p>practice goal-setting for work-life balance, self-advocacy, resilience, and sense of urgency, among other socio-emotional and self-management skills.</p> <p>Additionally, candidates gain a wide range of field experiences that must reflect the typical responsibilities of a full-time administrator which include but are not limited to: curriculum leadership across disciplines (beyond your own subject area and/or job description), working with families and the broader community, discipline, special needs, English Learners, staff development and supervision, education law, budget, school improvement, advocacy, district exposure, feeder school articulation, college-career pathways, acting administrator duties and data-driven decision making.</p> <p>Over the three-semester program, candidates need experience in a variety of school levels and school settings, at least one of which must involve a site with a diverse school population. For these experiences, candidates will also need to go beyond your department into the total school, to feeder schools, and to the district level. Semesters 1 and 2, our program requires fieldwork be supervised through respective Leadership Seminars. These activities give you the broader perspective necessary for an administrator. In your final Semester 3, fieldwork will be intentionally embedded into your core course assignments at a more sophisticated level for candidate preparation and program completion. Candidates' performance in these areas are monitored and assessed using regular fieldwork check-in reflections aligned to Gibb's Cycle of Reflection founded in Adult Learning Theory, an Evidence Log/Checklist with Field Mentor Signatures (Semester 1; Semester 2; Semester 3) and the PASC Candidate CAPEs/AAQEP Self-Assessment and Reflection on professional growth provided to candidates at the end of each semester as a final activity in each Leadership Seminar & Fieldwork course.</p>
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