



Educational Leadership and Administration Program
Leadership for Diverse Communities
***Our mission is to prepare credible and
relevant leaders in education.***

Syllabus for
**EAD 279 Advanced Administrative Fieldwork
and Mentoring (A and B)**

Clear Administrative Services Credential

Course Description

This course establishes the path (Module A) for the candidate's individual development during the Clear Administrative Services Credential Program and incorporates the culminating assessment as a final exercise at the end of the program (Module B). In Module A, the candidate, working together with the district mentor and university mentor will develop a summary of professional strengths and areas for additional development and will develop a subsequent plan of action (mentoring plan). Additionally, the candidate will receive executive mentoring from the district mentor and university mentor in job related areas during the semester. At the end of the program, the candidate will complete Module B consisting of a culminating assessment including the induction plan and the portfolio and encompasses all aspects of the CPSELs. Advanced Fieldwork and Mentoring is taken the first semester and final semester of the program and any additional semesters in between.

EAD 279 Advanced Administrative Fieldwork and Mentoring

Semester (Fall and Spring)

Educational Leadership and Administration
Program

California State University, Fresno

Department of Educational Research and
Administration and Educational Leadership
and Administration faculty

1 unit

Dr. Donald Wise

Office: ED 350

Tel. 278-0350

Prerequisites

The prerequisites for this course are to hold a current Preliminary Administrative Services Credential, be currently employed as a school/district administrator, and to be accepted into the Clear Administrative Services Credential program.

Course requirements and expectations:

This is a graduate level course designed for experienced educators who are currently in supervisory positions. Candidates in Module A will attend an orientation meeting at the beginning of the semester and will be assigned a district (lead) mentor and a university faculty member as university mentor.

Specifically, the candidate in Module A will:

- Complete a self-assessment using the Descriptions of Practice

- Identify any specific position and/or professional needs
- Request the district mentor to assess the candidate using the Descriptions of Practice
- Meet with the district mentor to review the two separate assessments
- Develop a preliminary induction (mentoring) plan to guide the candidate through the program
- Meet with the district mentor and the university mentor to review and approve the induction plan, including any specific position and/or professional needs as well as course requirements of the program.
- Communicate on a regular basis (at least once a week) with the district mentor for mentoring and mentoring support
- Meet with the district mentor and the university mentor twice each semester to review the progress of the induction plan and to incorporate any amendments to the induction plan
- Complete the personal section of the professional portfolio and place the assessment results, induction plan, and mentoring log in the portfolio.

Specifically, the candidate in Module B will:

- Meet on a regular basis (at least once a week) with the district mentor for mentoring and mentoring support
- Meet with the district mentor and the university mentor twice each semester to review the progress of the induction plan and to incorporate any amendments to the induction plan
- Complete all course and professional development opportunities in the induction plan
- Complete a final self-assessment using the Descriptions of Practice
- Self assess any specific position and/or professional needs that were identified
- Request the district mentor to do a final assessment of the candidate using the Descriptions of Practice
- Complete all sections of the portfolio
- Meet with the district mentor and university mentor to review all requirements. If any requirement is deemed to be lacking, the candidate must complete the requirement to the satisfaction of the district mentor and university mentor before the requirements are deemed complete.
- Present the portfolio to the district superintendent and direct supervisor.

If the candidate is in the program for more than two semesters, then EAD 279 Advanced Administrative Fieldwork and Mentoring must be taken each semester as a requirement of the induction/mentoring component of the program. The university supervisor and program coordinator will be available to respond to any questions.

In all assignments and activities, the candidate is expected to perform at a high level, congruent with the expectations for a graduate level student who is an educational leader. Active participation is the norm and the candidate is expected to take initiative when necessary.

The CPSELs

In order to be credible and relevant to the school districts that we serve, the Clear Administrative Services Credential program has been designed to provide a logical structure of learning activities that also allows for a high degree of individualization to meet the learning needs to

prepare instructional leaders for our schools. The program is designed around the California Professional Standards for Educational Leaders (CPSELs) with the following six major areas of focus:

- 1. Shared Vision of Learning** – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- 2. Culture of Teaching and Learning** – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3. Management of the School in the Service of Teaching and Learning** – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 4. Working With Diverse Families and Communities** – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- 5. Personal Ethics and Leadership Capacity** – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.
- 6. Political, Social, Economic, Legal and Cultural Understanding** – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

After completing any major activity and any coursework in the program, candidates are asked to provide a written reflection on their learning with regard to one or more CPSELs and the CPSELs in general. This reflection should indicate how the learning has affected the candidate's development as a leader and administrator. The reflection does not need to be more than two pages, double space, and the writing should be of graduate quality.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made. The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.