

UNIVERSITY OF REDLANDS

SCHOOL OF EDUCATION

Location Address

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COURSE SYLLABUS

Course: EDUC 678b
Course Title: Fieldwork Practicum
Credits: 2
Term: Fall 2016
Days/Times: Mondays 5:30 – 8:30
Class Location: TBD

Faculty:	Joseph A. Almasy, M.Ed	
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CATALOG COURSE DESCRIPTION

Designed to fulfill major fieldwork requirements. Consists of a semester's work in educational settings to enable the student to apply administrative skills learned throughout the program. Degree and credential candidates develop a portfolio of evidences demonstrating the achievement of competencies based on CCTC Standards.

GOALS AND OBJECTIVES

1. Demonstrate mastery of the California Commission on Teacher Credentialing and the California Professional Standards for Educational Leaders (CPSEL)
2. Gain an understanding and demonstrate mastery of the California Administrator Content Expectations and Performance Expectations (CAPES)
3. Demonstrate a strong commitment to cultural diversity and educational justice. (CAPE 7)
4. Demonstrate use of technology to enhance administrative skills.
5. Gain practical leadership experience in an actual school setting. (CAPE 1-4)
6. Make a significant contribution to a school through development and facilitation of a change project. (CAPES 9-12)

7. Earn a Certificate of Eligibility for the Administrative Services Credential (or a Preliminary Administrative Services <Tier I> Credential if the candidate is working under an Intern Credential or has been offered employment in an administrative position)
8. Contribute to the learning of others. (CAPE 14)

CREDENTIAL REQUIREMENT SATISFACTION

The following CTC Administrative Standards are partially addressed by this course:

California Administrator Performance Expectations (CAPEs) ~The Tier I Preliminary Administrative Credential Foundation~

Category A: Visionary Leadership (CACEs A1–A20)*

CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals

CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community

CAPE 3: Leading by Example to Promote Implementation of the Vision

CAPE 4: Sharing Leadership with Others in the School Community

Category B: Instructional Leadership (CACEs B1–B32)

CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction

CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth

CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors

CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals

Category C: School Improvement Leadership (CACEs C1–C9)

CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan

CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement

CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan

CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

Category D: Professional Learning and Growth Leadership (CACEs D1–D11)

CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth

CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities

CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

Category E: Organizational and Systems Leadership (CACEs E1–E27)

CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning

CAPE 17: Developing, Implementing, and Monitoring and Monitoring the School's Budget

CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

Category F: Community Leadership (CACEs F1–F10)

CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public

CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals

* The "California Administrator Content Expectations" (CACEs) are 109 identified content knowledge expectations for a Tier I program.

DESCRIPTION OF THE PROCESS

The Practicum semester is a time to

1. emphasize the application of skills and knowledge (change project) gained throughout the Administrative Services Program at the University of Redlands.
2. engage in mentoring with an on-site supervisor and university faculty member, and
3. develop the portfolio of evidence for documentation.

There will be joint supervision of the candidate by an on-site supervisor(s), selected by the candidate and the practicum faculty and agreed upon by the school district, and the practicum faculty member(s). It is the candidate's responsibility to handle any written requirements or approvals of the school district.

Near the beginning of the practicum semester or before, the candidate should arrange a meeting with the on-site supervisor(s) and the Practicum faculty together, to establish communication and develop an agreement of the practicum responsibilities.

During the registered semester of the practicum, candidates are expected to participate in regular seminars relating to the practicum experience and professional requirements for credential holders.

The practicum is designed to provide a culminating experience in which the candidate may directly apply administrative skills and proficiencies in school situations. The practicum is organized to insure a broad range of experiences, a substantive area of responsibility, and a tangible contribution to the administrative process. While specific duties may vary among candidates, depending upon their individual work situations, the major domains of candidate competence and performance are specified. There is an expectation that candidates will work with diverse populations and in a breadth of administrative areas.

Although there will be a primary site, candidates must develop significant interaction at all levels of schooling (elementary, junior high or middle school and senior high school). It is intended that candidates engage actively in the administrative process rather than passively observe others doing it and that they raise questions and inquire to clarify their understandings. It is a time to acquire new skills and knowledge, self-evaluate, and seek the assessment of others.

Fieldwork in previous courses and in the workplace may be used to demonstrate mastery of the *Administrative Standards* (California Professional Standards for Educational Leaders (CPSELs)), but the fieldwork must reflect elementary, middle, and high school experience.

Documentation of the fieldwork practicum should include a narrative description of the domains of competence and performance, evidence of understanding or proficiency, as well as reflective or self-evaluative comments by the candidate. The description should include tangible evidence of the work. At

the completion of the Fieldwork experience the candidate, the on-site supervisor, and the practicum faculty will meet in a final assessment of the completion of the fieldwork competencies. At this meeting, a fieldwork completion document will be signed by the parties involved. In addition, the on-site supervisor may confirm the work completed through a letter or memo to the Director of the Administrative Services Program specifying the activities of the practicum candidate. This may be a duplicate of a letter that may be requested for placement purposes. These documents become a part of the candidate's file at the University of Redlands to support recommendation for credentials and/or degree. After the on-site final practicum assessment has been completed and the final portfolio documenting the fieldwork competencies is submitted and reviewed, the final exit oral assessment will be scheduled by the practicum faculty.

Fieldwork Process

1. Candidate enrolls in the Induction Course to plan credentialing program. (EDUC 678a)
2. Candidate completes coursework
3. Candidate enrolls in Fieldwork Practicum EDUC 678b
4. Initial orientation seminar
5. Candidate, on-site supervisor, and practicum faculty meet to establish relationship, review expectations and agree on practicum activities.
6. Candidate attends university seminars and works on site(s) to apply skills and understandings to administrative situations. (Change Project)
7. Candidate develops portfolio of evidence to document areas fieldwork competencies and performances.
8. Candidate submits portfolio
9. Final on-site assessment of completion of fieldwork. Candidate, on-site supervisor, and practicum faculty meet to review completion of fieldwork activities and portfolio. Document signed.
10. Candidate demonstrates mastery of the California Professional Standards for Educational Leaders by passing a comprehensive examination
11. Final Exit Oral Assessment Interview
12. Outcome of assessment, professional conduct in all University of Redlands experiences and successful completion of program requirements determines recommendation by the Program Chair for eligibility for the Preliminary Administrative Services Credential
13. Candidate works with credential analyst to apply for Certificate of eligibility or credential.

Domains of Candidate Competence and Performance

The activities of candidates may interweave many of the domains into one or more projects. In the documentation, candidates must be clear about where and how they are addressing each of the domains of competence and performance.

- **Understanding Level:** Preliminary Administrative Services Candidates completing Fieldwork Practicum (EDUC 678) must demonstrate evidence of understanding (knowledge that can be applied to new situations) in the following areas:

Human Resource Administration (CAPE 11)

understand the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings.

Organizational Management (CAPE 16-18)

understand the organization, structure, and cultural context of schools and the ability to lead others in the development and attainment of short-term and long-term goals.

Fiscal Resource and Business Service Administration (CAPE 17)

understand the effective and efficient management of fiscal resources and business services.

Legal and Regulatory Applications (CAPE 18)

understand the relationship of federal, state and local educational laws, regulations and other policies that govern schools, and knowledge of how to act in accordance with these provisions.

Policy and Political Influences (CAPE 18)

understand the relationships among public policy, governance, and schooling and the ability to relate policy initiatives to the welfare of candidates in responsible and ethical ways.

- **Proficiency Level:** Preliminary Administrative Services Candidates completing Fieldwork Practicum (EDUC 678) must demonstrate evidence of proficiency (applied skills and knowledge that can be evidenced by the outcomes of action) in the following areas:

Educational Leadership (CAPE 1-4)

the ability to articulate a vision consistent with a well-developed educational philosophy and the ability to lead individuals and groups toward the accomplishment of common goals and objectives.

Instructional Program (CAPE 5-8)

the ability to design, implement, and evaluate instructional programs and lead in their development and improvement.

Management of Schools (CAPE 9-12)

the ability to plan, organize, implement, manage, facilitate and evaluate the daily operation of schools in ways that achieve organizational goals and lead to the safe, productive operation of schools.

School-Community Collaborations (CAPE 15, 19-20)

the ability to collaborate with parents and community members; work with community agencies, foundations, and the private sector; and respond to community interests and needs in performing administrative responsibilities.

Use of Technology (CAPE 5-8, 9-12)

the ability to effectively manage the various uses of technology for instructional and administrative purposes in the educational setting.

- **Portfolio Exit Presentation:**

In at least one area of proficiency, Preliminary Administrative Services Candidates completing Fieldwork Practicum (EDUC 678) must demonstrate evidence of systemic change in the form of a tangible contribution to the educational administrative process that is an enduring product or process. Enduring and systemic change describe products or processes that live after the candidate at the educational site or are transferable to other sites. As possible examples, these may be new models of clarifying relationships (handbooks), new policies and ways to administer them, the design and implementation (school-wide or district wide or beyond) of new curriculum, the creation of new systems in public relations or school business collaborations.

SYSTEMIC SCHOOL IMPROVEMENT

Enduring product or process

PROFICIENCY

Educational Leadership - Instructional Program - Management of Schools
School Community Collaborations - Use of Technology

UNDERSTANDINGS

Human Resource Administration - Organizational Management
Fiscal and Business Service Administration - Legal and Regulatory Applications
Policy and Political Influences

ASSESSMENT

<i>Activity</i>	<i>Points</i>
Extended Fieldwork Proposal	10
Exit Portfolio	40
Portfolio Exit Presentation	30
Participation (Mentoring Meetings)	10
TOTAL	100

TIMELINE AND MEETING DATES

<i>Week</i>	<i>Date</i>	<i>Activity</i>	<i>Assignment</i>
1	September 12	Mandatory Class Attendance Orientation Class Organization Portfolio Orientation	CAPEs
2	September 19	Mandatory Class Attendance	Organize Exit Portfolio Visionary Leadership
3	September 26	Mandatory Class Attendance CAPE CACE Work on Portfolio	Visionary Leadership Plan for Instructional Leadership Category A Due Oct. 10
4	October 3	No Formal Class-Mentoring Meetings	Work on Instructional Leadership Due October 31
5	October 10	Mandatory Class Attendance Turn in Category A: Portfolio Piece	Complete Instructional Leadership Begin School Improvement
6	October 17	No Formal Class-Mentoring Meetings	Work on School Improvement Due October 31
7	October 24	No Formal Class-Mentoring Meetings	Work on School Improvement Due October 31
8	October 31	Mandatory Class Attendance Turn in Category B: Portfolio Piece Turn in Category C: Portfolio Piece	Begin work on Professional Learning and Growth Due November 28
9	November 7	No Formal Class-Mentoring Meetings	Work on Professional Learning and Growth Due November 28
10	November 14	No Formal Class-Mentoring Meetings	Begin Work on Organization and System Leadership Due December 1
11	November 21	No Formal Class-Mentoring Meetings	Continue Work on Organization and Systems Due Dec. 1 Begin Work on Community Leadership

12	November 28	Mandatory Class Attendance Turn in Category D: Portfolio Piece	Work on Community Leadership Due Dec. 12 Begin to complete Portfolio
13	December 1	Mandatory Class Attendance Completed Portfolio Submitted Portfolio Exit Presentation Submission of Comprehensive Examination Evaluation	