

**Preliminary Administrative Services Credential (PASC)  
and Internship**

**PROGRAM HANDBOOK**



**SIMPSON**  
UNIVERSITY

**School of Education  
Redding, California**

Revised July 21, 2016



Simpson University  
School of Education

*FROM THE DEAN OF EDUCATION*

Congratulations on choosing this path of visionary leadership.

Schools of excellence are always in concert with a leader who inspires, stirs hope, and celebrates what is right and exemplary. Expect to develop knowledge and skills in managing an educational organization and abilities to respond to the dynamics of change and use those forces for the good of the children, your school and community.

The Simpson University Preliminary Administrative Services Credential Program prepares you for confident leadership as you step into your administrative roles. We believe in developing administrators who single-mindedly believe in the vision that school is a place for all students and their families to learn and achieve. Our graduates demonstrate a commitment to persevere, courage to stay the course, and creativity to find a way to lead their schools to excellence.

We welcome you, and delight in traveling this journey with you.

Craig Cook, Ph.D.  
Dean of Education

*FROM THE DIRECTOR OF ADMINISTRATIVE SERVICES CREDENTIALS PROGRAM*

Welcome to the Simpson University Administrative Services Credentials Program. This program meets the new California Commission on Teacher Credentialing Standards emphasizing the California Performance Expectations (CAPE), and California Content Expectations (CACE)

1. Visionary Leadership
2. Instructional Leadership
3. School Improvement Leadership
4. Professional Learning and Growth Leadership
5. Organizational and Systems Leadership
6. Community Leadership

This Preliminary Administrative Services Credential Handbook is designed to provide the information you will need to chart your way through the program. You will find course descriptions, as well as an overview of the Field Experience component.

We look forward to working with you now and throughout the program.

Paul Jones, Ed.D.  
Director, Administrative Services Credentials Program

# Preliminary Administrative Services Credential (PASC)

## Table of Contents

<u>Program Handbook</u>	<u>Page</u>
Advisement Credit Worksheet	3
Signature Assignments	4
Program Description and Responsibilities	5
Application to Enroll in Field Experience (Form A)	10
Verification of Eligibility for District Mentor (Form A-1)	11
Mentor and Candidate Agreement (Form A-2)	12
California Professional Expectations (Form B)	13
Field Experience Proposal (Form C)	14
Log of Activities (Form D)	15
Analysis of Activities (Form E)	16
Verification of Completed Field Experience (Form F)	17
Corrective Action Plan (Form G)	18
Progressive Chart of Corrective Action (Form G-1)	19
Letter of Recommendation (Form H)	20
Candidate Comprehensive Assessment (Form I)	21
Final Evaluation Questions	23
Oral Defense (Form I-1)	24
Response Descriptors	25
Record of Contact by District Mentor (Form J)	26
District Mentor Evaluation of PASC Program (Form K)	27
Evaluation of Candidate (Form L)	28
PASC Field Experience Agreement	34

## School of Education Student Advisement Sheet



Student: \_\_\_\_\_ ID: \_\_\_\_\_ Date: \_\_\_\_\_ Location: \_\_\_\_\_

- California Preliminary Administrative Services Credential** (date enrolled: \_\_\_\_\_)  
 **with Master of Arts in Education, Education & Leadership Concentration** (date enrolled: \_\_\_\_\_)

PASC		Fall	Spr	Sum	Grade	
ED 6120	Leadership in Vision & Change (3)			_____	_____	_____
ED 6160	Leadership in Organizational Management (3)			_____	_____	_____
ED 6190	Field Experience I (1)			_____	_____	_____
ED 6135	Leadership in Curriculum, Instruction & Supervision (4)		_____		_____	_____
ED 6700	Leadership in Diversity Issues in the Schools (3)		_____		_____	_____
ED 6290	Field Experience II (1)			_____	_____	_____
ED 6150	Leadership in Communication, Public Relations & Politics (3)	_____		_____	_____	_____
ED 6144	Leadership in Law & Personnel Management (3)		_____		_____	_____
ED 6145	Leadership in Fiscal Management (3)			_____	_____	_____
ED 6390	Field Experience III (1)			_____	_____	_____

**Pre-requisites for Preliminary Administrative Services Credential Program:**

- Teaching Credential\*
- Five Years of Teaching Experience
- CBEST

\*To file for PASC Certificate of Eligibility or PASC Credential

**Additional Coursework for Master of Arts in Education**

ED 6113	Foundations & Trends in American Education (3) +	_____		_____	_____	_____
ED 6100	Tests, Measurements & Assessment Theory (3)			_____	_____	_____

**Choose one of the following research options:**

<input type="checkbox"/> ED 6050	Research & Writing (3)			_____	_____	_____
<input type="checkbox"/> ED 6310c	Project Document Continued (3)			_____	_____	_____
<input type="checkbox"/> ED 6320	Thesis (3)			_____	_____	_____
<input type="checkbox"/> ED 6320c	Thesis Continued (3)		_____		_____	_____
<input type="checkbox"/> ED 6310	Project Document (3)			_____	_____	_____

**MA Professional Essay Approved:** \_\_\_\_\_  
**MA Application for Degree (Date Sent to Registrar):** \_\_\_\_\_

Student Signature: \_\_\_\_\_

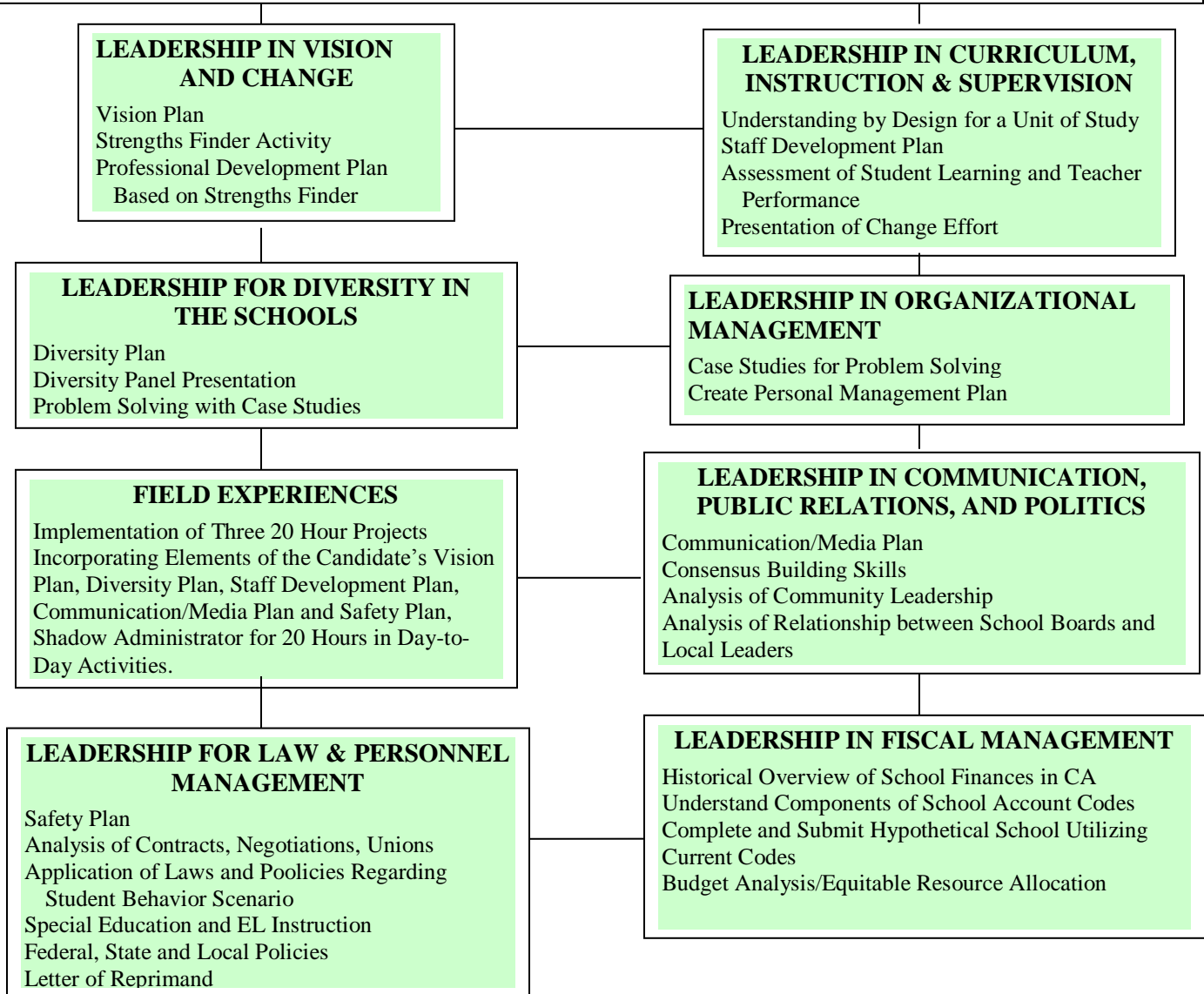
*I understand that if this educational plan changes, I must notify Student Financial Services (226-4621 or financialaid@simpsonu.edu):*  
\_\_\_\_\_ (initial)

Advisor Signature: \_\_\_\_\_

**SIMPSON UNIVERSITY**  
**PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL**  


---

  
**SIGNATURE ASSIGNMENTS**



SIMPSON UNIVERSITY  
SCHOOL OF EDUCATION

**Preliminary Administrative Services Credential**

**PROGRAM DESCRIPTION**

- A. **Length of activities:** The seven courses in the Preliminary Administrative Services Credential Program each have embedded field experience activities and are designed to satisfy the requirements for each of the three field experiences. This includes one of the three field experiences of 20 hours of shadowing a site administrator to experience day-to-day activities. The final document for each of the three field experiences are to be submitted to the University Supervisor as follows:
- Field Experience One – Upon completion of the first semester
  - Field Experience Two – Upon completion of the second semester
  - Field Experience Three – Upon completion of the final semester
- B. **Variety of experiences:** In the process of completing coursework and field experiences each candidate will complete both an elementary and secondary administrative field experience. The junior high school or middle school setting can serve as either a secondary or elementary experience for one field experience depending upon the setting of the other field experience. The third field experience may be the 3<sup>rd</sup> area or one of the completed levels.
- C. **Supervision:** The District Mentor will be a person with a valid Administrative Services Credential or its equivalent. The candidate is responsible for recommending the District Mentor, and the University Supervisor must approve that person. The District Mentor agrees to assist the candidate in the successful development and completion of the field experiences. The District Mentor will attest to completion of the activities performed.
- D. **Evaluation:** the University Supervisor will evaluate the field experiences upon complete documentation and review the activities' effectiveness with the candidate and District Mentor.
- E. **Emphasis upon practical experience:** One purpose for the field experiences is to give the administrative candidate an opportunity to apply the knowledge gained from administrative coursework in a variety of field experience activities. Those activities include a broad range of skills needed by a successful school administrator.
- F. **Interns:** Field experiences will align with the responsibilities described in their job descriptions.

**CANDIDATE RESPONSIBILITIES:**

1. Complete the StrengthFinder Test prior to taking the first course. Submit the results to the University Supervisor.
2. The candidate will complete an application to enroll in field experience (Form A). The District Mentor who will be working with the candidate during the experience must sign

the form. Attached to Form A should be verification that the District Mentor meets the qualifications for this position. (Form A-1)

- Interns: Enroll in the Internship Program in lieu of Form A.
3. Form B lists the six CAPE/CACE standards that the Preliminary Administrative Services Credential Program addresses. Each standard also includes a subset of the components of that CAPE/CACE. Use this list to prepare a description of how the proposed activities (Form C) will relate to the various CAPE/CACE standards. Each field experience need not address each CAPE/CACE, but when all three field experiences are completed, all six CAPE/CACE standards must be addressed.
  4. **The candidate will work with both the District Mentor and the University Supervisor** to develop the appropriate field experience and activities. Activities should not begin until both the District Mentor and the University Supervisor have approved the field experience activities that have been summarized on the approval form (Form C). The field experience will occur at sites where there is diversity. Diversity is verified on Form C.
  5. The candidate will keep a **log and reflective journal** of the activities (Form D). This should include:
    - a) Time spent on approved activities with the date, time of day, activity and hours spent. Please note that the activities should be referenced to the various CAPE/CACE standards listed on Form B. As you will note, these standards are major components of courses in the Preliminary Administrative Services Credential Program.
    - b) Time spent in contact with the District Mentors and the University Supervisors.
  6. The candidate will prepare **an analysis of each completed field experience activity**. This analysis should refer to the specific CAPE/CACE standards that the candidate has demonstrated during this experience. Form E is the outline for this requirement; candidates should not limit themselves to the space on the form. Because one of the key ingredients of professional success is the ability to think reflectively, this analysis is a very important ingredient in the field experiences.
  7. The candidate will prepare a **summative narrative** of all activities completed and obtain a **verification signature from the District Mentor (Form F)**. The candidate should arrange for scheduling a concluding conference with the District Mentor and the University Supervisor to review the experience.
  8. All documents will be consistent with graduate level work. They will be included in the **Portfolio**.
  9. The candidate will attend seminars provided.

#### **COURSE PROFESSOR RESPONSIBILITIES**

1. Course Professors will receive orientation from the Director of the Preliminary Administrative Services Credential.



2. Course Professors will assist the candidate in identifying at least one field experience activity that will relate directly to that course (Form C).

### **DISTRICT MENTOR RESPONSIBILITIES**

1. The District Mentor will receive orientation from the University Supervisor.
2. The District Mentor will give permission in advance for the field experience project (Form C).
3. The District Mentor will review and verify the work performed by the candidate (Form C).
4. The District Mentor will provide coaching monthly to assist the candidate in successful completion of the activities, which may include the 20 hour shadowing of an administrator.
5. The District Mentor will give the candidate formative feedback on progress on CAPE/CACE standards at the end of each field experience (Form F).
6. The District Mentor will initiate a Field Experience Corrective Action Plan (Form G & G-1) in the event it is determined that satisfactory progress is not being made, or there are issues of concern.
7. The District Mentor will write a letter of recommendation (Form H).
8. The District Mentor will meet with the candidate and the University Supervisor at the end of the program to participate in an oral defense (Form I).
  - Interns: District Mentor will review and verify the work performed by the candidate (Form C)  
District Mentor will provide coaching as needed to assist the candidate in successful completion of the activities.  
District Mentor will give the candidate formative feedback on progress on CAPE/CACE standards at the end of each field experience (Form F)  
District Mentor will initiate a Field Experience Corrective Action Plan (Form G & G-1) in the event it is determined that satisfactory progress is not being made, or there are issues of concern.  
District Mentor will meet weekly and be available for consultation.

### **UNIVERSITY SUPERVISOR'S RESPONSIBILITIES**

1. The University Supervisor will provide an orientation meeting regarding field experiences, course requirements and provide appropriate materials that outline the process.
2. The University Supervisor will assist the candidate in developing appropriate field experiences (Form C).

3. The University Supervisor will approve the 20 hour field experiences, before commencement (Form C).
4. The University Supervisor will collaborate with the District Mentor to support the candidate.
  - Interns: District Mentor will provide feedback to the candidate in weekly meetings  
University Supervisor will meet monthly with the intern on site
5. The University Supervisor will provide early intervention to assure a successful experience for candidates.
6. The University Supervisor will conference with the candidate and the District Mentor in a summative exit evaluation of the field experience (Form F).
7. The University Supervisor will conduct an oral defense of the field experiences (Form I).
8. The University Supervisor will solicit suggestions from the District Mentor (Form K) regarding suggested improvements in the field experience program.
9. The University Supervisor will monitor the progress on field experience activities being made by each candidate three times a semester and offer advice as needed.
10. The University Supervisor will review and verify the field experience activities performed by the candidate.
  - Interns: University Supervisors will monitor the progress on field experience activities being made by each candidate and offer advice as needed.

### **Field Experiences**

**Learning Outcomes:** Three field experiences are provided for each candidate so they have the opportunity to participate in significant activities that are designed to facilitate the application of theoretical concepts in practical settings. These experiences allow candidates to address the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include a 20 hour shadowing of an Administrator during daily intensive activities both in the day-to-day functions of administrators and in longer-term policy design and implementation.

**Criteria for good field experiences include:**

- ✓ Duties closely related to the job performance requirements of administrators
- ✓ A linkage between the experience and the content of the coursework in school administration
- ✓ Settings where the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator
- ✓ Close, appropriate supervision by a school District Mentor
- ✓ An opportunity to deal with the policy issues of a school or school district
- ✓ Experience at one or more sites with a diverse population
- ✓ Experience a variety of school levels and school settings.
- ✓ Collaborative planning with the school District Mentor, the University Supervisor, and the candidate

- ✓ Ongoing communication between the University and the school sites where the candidates are placed
- ✓ Carefully selected school administrators in exemplary, well managed schools, as District Mentors
- ✓ Coordinated support and assessment between the University and the District Mentors
- ✓ Accurate assessment of the candidate's performance with a final evaluation of the experience by the University Supervisor with the involvement of the District Mentor

Field experience activities are governed by the criteria established by the California Commission on Teaching Credentialing and its *Standards of Quality and Effectiveness for Administrative Service Credential Programs, 2014*.

This brief handbook is a guide for planning, experiencing and documenting the field experiences. Please read it carefully.

**PRELIMINARY ADMINISTRATIVE SERVICE CREDENTIAL**  
**Application to Enroll in Field Experience**

Name of Candidate \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_  
Number Street City Zip

Present Position \_\_\_\_\_

District \_\_\_\_\_ Type of School \_\_\_\_\_

Teaching Experience (location and position) Years Taught \_\_\_\_\_

---

---

---

---

---

---

---

---

Courses you plan to enroll in concurrently with your field experience:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I agree to mentor the above candidate.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
District Mentor of Candidate

Printed Name \_\_\_\_\_ Title \_\_\_\_\_  
District Mentor of Candidate

Turn this form in to the Director of the PASC Program

SIMPSON UNIVERSITY  
SCHOOL OF EDUCATION

Form A-1

VERIFICATION OF ELIGIBILITY FOR  
DISTRICT MENTOR

Name of Candidate \_\_\_\_\_

I certify that I, \_\_\_\_\_, possess a valid Administrative Services Credential, or its equivalent and am willing to serve as District Mentor for a Field Experience activity in conjunction with the Preliminary Administrative Services Credential Program of Simpson University. Furthermore, I agree to coach and support \_\_\_\_\_ while he/she completes this experience. I will meet with the Simpson University Supervisor upon completion of the activities and consult with him/her as needed during the course of the activities. All activities, which are a part of this Field Experience, will be approved by both me and the Simpson University Supervisor prior to their undertaking. I will verify the completion of this project and its contents.

\_\_\_\_\_  
District Mentor (Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Approved by Director of the  
Preliminary Administrative Credential Services Program

\_\_\_\_\_  
(Date)

## District Mentor and Candidate Agreement

### Preliminary Administrative Services Credential Program

Simpson University  
School of Education  
Redding, California

We are voluntarily entering into a mentoring relationship which we expect to benefit each of us individually, and the field of education as a whole. We understand that the mentor/mentee relationship is an intentional activity, requiring commitment from both parties. We want this to be a rich, rewarding experience with most of our time together spent in substantive developmental activities. We have noted these features of our relationship:

*Confidentiality:* Under reasonable circumstances, we agree that the content of all interactions between us will be held in strict confidence. This agreement is nullified in situations involving legal or mandated reporting issues.

*Duration of the Relationship:* The mentoring relationship is for the duration of the candidate's semester long field experience activities in the Simpson University Preliminary Administrative Services Credential Program. Should either participant desire at any time to reevaluate the mentor relationship, this may be done by contacting the University Supervisor.

*Frequency of Meetings:* We agree to meet, a minimum of once a month, for approximately one hour. We agree that the District Mentor will be available for daily consultation by phone or email. \* Interns: We agree to meet weekly or more often as needed.

*Specific Role of the Mentor:* The District Mentor is asked to serve as a model, guide and resource. Activities may include (but are not limited to) recommending developmental activities, training, and/or assignments; providing specific feedback; facilitating learning; providing support and encouragement.

We have discussed the mentoring experience as a unique developmental opportunity and its relationship to the mentee's education as a Preliminary Administrative Services Credential candidate. We agree to adhere to the above parameters; if, at any time, one of us desires to reconsider this commitment, we understand that we may contact the University Supervisor for assistance in the process.

\_\_\_\_\_  
District Mentor

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

CAPE-California Professional Expectations

<p><b>Standard 1- Visionary Leadership</b></p> <ul style="list-style-type: none"> <li>▪ Developing and articulating a vision of teaching and learning for the school consistent with local education agency’s overall vision and goals.</li> <li>▪ Developing a shared commitment to vision among all members of the school community.</li> <li>▪ Leading by example to promote implementation of the vision.</li> <li>▪ Sharing leadership with others in the school community to help accomplish the vision.</li> </ul>	<p><b>Standard 4 – Community Leadership</b></p> <ul style="list-style-type: none"> <li>• Representing and promoting the school’s accomplishments and needs to the LEA and the public.</li> <li>• Involving the community in helping achieve the school’s vision and goals.</li> </ul>
<p><b>Standard 2 - Instructional Leadership</b></p> <ul style="list-style-type: none"> <li>▪ Promoting implementation of K-12 standards, pedagogical skills, effective instructional practices and students assessments for content instruction.</li> <li>▪ Evaluating, analyzing and providing feedback on the effectiveness of classroom instruction to promote student learning and teacher professional growth.</li> <li>▪ Demonstrating understanding of the school and community context, including the instructional implications of cultural linguistic, socioeconomic, and political factors.</li> <li>▪ Communicating with the school community about school wide outcomes data and improvement goals.</li> </ul>	<p><b>Standard 5 – Professional Learning and Growth</b></p> <ul style="list-style-type: none"> <li>▪ Modeling life-long learning and job-related professional growth.</li> <li>▪ Helping teachers improve their individual professional practice through professional growth activities.</li> <li>▪ 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.</li> </ul>
<p><b>Standard 3–Organization &amp; Systems Leadership</b></p> <ul style="list-style-type: none"> <li>▪ Understanding and managing the complex interaction of all of the school’s systems to promote teaching and learning.</li> <li>▪ Developing, implementing, and monitoring the school’s budget.</li> <li>▪ Implementing California school laws, guidelines, and other relevant federal, state and local requirements and regulations.</li> </ul>	<p><b>Standard 6 – School Improvement Leadership</b></p> <ul style="list-style-type: none"> <li>▪ Working with others to identify student and school needs and developing a data-based school growth plan.</li> <li>▪ Implementing change strategies based on current, relevant theories and best practices in school improvement.</li> <li>▪ Identifying and using available human, fiscal and material resources to implement the school growth plan.</li> <li>▪ Instituting a collaborative, ongoing process of monitoring and revising the growth plan based on student outcomes.</li> </ul>





**LOG OF ACTIVITIES**

Submitted as a part of each field experience.

Name of Candidate \_\_\_\_\_

Field experience # \_\_\_\_\_

ACTIVITY	DATE/HOURS	CAPE/CACE

Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**ANALYSIS OF ACTIVITIES**  
Submitted as part of each Field Experience

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Use this for each major activity that you have listed on Form C (one form per activity).

1. Describe the activity.
  
  
  
  
  
  
  
  
  
  
2. State specific competencies which were demonstrated in this activity. Refer to CAPE/CACE Standards (Form B).
  
  
  
  
  
  
  
  
  
  
3. Explain the results of this activity. How did it affect those who participated with you? What is its significance within the totality of this field experience?
  
  
  
  
  
  
  
  
  
  
4. How useful was the activity to your professional growth? What did you learn from what happened? What might you do differently if you had to do it again?
  
  
  
  
  
  
  
  
  
  
5. What additional information do/did you need or desire about conducting such activities?

**PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL  
VERIFICATION AND SUMMARY OF COMPLETED  
FIELD EXPERIENCE**

Name of Candidate: \_\_\_\_\_

Field experience # \_\_\_\_\_

A. Describe the Field Experience. (Use additional pages if necessary):

B. Evaluate what you have gained professionally from this Field Experience:

C. What was the benefit of your Field Experience to the school community in which you worked to complete this project?

CANDIDATE'S STATEMENT: I have completed the above Field Experience and am submitting my final report of this work for the Comprehensive Candidate Assessment Portfolio.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

VERIFICATION BY DISTRICT MENTOR: The above listed activities were completed by the candidate under by general supervision and hereby approved.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

\_\_\_\_\_  
District Mentor

\_\_\_\_\_  
Date

**FIELD EXPERIENCE CORRECTIVE ACTION PLAN  
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL**

District Mentor: \_\_\_\_\_ School: \_\_\_\_\_

Candidate: \_\_\_\_\_ Semester: \_\_\_\_\_

<b>Area(s) of Concern:</b> Briefly note the area(s) of concern and the corresponding CAPE/CACE standards.
Area #1:
Area #2:
Area #3:

<b>Action Plan and Timeline:</b> Describe your recommendations for corrective action for each area(s) of concern noted above.
Action Plan and Timeline:

District Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**PROGRESSIVE CHART OF CORRECTIVE ACTION  
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM**

Please note the progress the candidate is making toward correcting the designated deficiency. To be remediated before progressing into subsequent semesters.

Planned Meeting #1:	
District Mentor Initials:	Date:
Planned Meeting #2:	
District Mentor Initials:	Date:
Planned Meeting #3:	
District Mentor Initials:	Date:

## LETTER OF RECOMMENDATION FROM DISTRICT MENTOR

This recommendation request is for the purpose of maintaining an up-to-date file with the Simpson University Placement Office and does not necessarily indicate intent to apply for any immediate teaching position.

RE: \_\_\_\_\_ Period Covered: \_\_\_\_\_

Discuss candidate in terms of personal abilities and professional aptitude while under your observation or supervision. Please include the candidate's specific job assignment, grade level, school or district.

**Sample only**

**Letter of Recommendation is to be typed on your school  
letterhead – NOT on this form.**

TYPED NAME:

SIGNATURE:

CURRENT POSITION:

SCHOOL/DISTRICT:

DATE:

CITY & STATE:

RETURN TO: School of Education, Simpson University, 2211 College View Drive, Redding, CA 96003-8606.

**PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL  
CANDIDATE COMPREHENSIVE ASSESSMENT**

**FIELD EXPERIENCE PROJECTS: 60 Hours**

- 20 hours per level
- 2-3 different levels
- Log sheet (Form D)
- At end of each 20 hour field experience, submit:
  - Summative reflection (Form E and Form F)

**FIELD EXPERIENCE ONE**

Design a 20 hour project/proposal.

- Consult with District Mentor and University Supervisor
- Describe which CAPE/CACE standards will be integrated
- List leadership/management skills to be developed in this project, i.e.
  - creating a master schedule
  - creating parent letter in multiple languages
- Consult with each professor about course activities that will be conducted related to this project.

END OF FIELD EXPERIENCE ONE

Turn in verification and summary of completed field experiences (Forms D, E and F).

**FIELD EXPERIENCE TWO**

Design a 20 hour project/proposal.

- Consult with District Mentor and University Supervisor
- Describe which CAPE/CACE standards will be integrated
- List leadership/management skills to be developed in this project, i.e.
  - creating a master schedule
  - creating parent letter in multiple languages
- Consult with each professor about course activities that will be conducted related to this project.

END OF FIELD EXPERIENCE TWO

Turn in verification and summary of completed field experiences (Forms D, E and F).

### **FIELD EXPERIENCE THREE**

Design a 20 hour project/proposal.

- Consult with District Mentor and University Supervisor
- Describe which CAPE/CACE standards will be integrated
- List leadership/management skills to be developed in this project, i.e.
  - creating a master schedule
  - creating parent letter in multiple languages
- Consult with each professor about course activities that will be conducted related to this project

### **END OF FIELD EXPERIENCE THREE**

Turn in verification and summary of completed field experiences (Forms D, E and F).

### **PORTFOLIO (submitted on a flash drive)**

1. Summative Reflections: Forms E and F and Log of Hours Form D completed and turned in at end of each semester. This reflection addresses the experiences of CAPE/CACE experienced at least two different levels during the program (elementary, middle or high school).
2. Activity Approvals: Form C
3. Analysis of Activities: Forms E and F
4. Copies of key assignments from each course showing evidence of mastery of CPSEL Standard
5. Candidate Formative Evaluations from the end of each semester by District Mentor and University Supervisor
6. Candidate Summative Evaluation from the end of the program by the District Mentor and University Supervisor

### **WRITTEN RESPONSES**

7. Turn in written evaluation responses.

### **ORAL DEFENSE**

8. Participate in oral defense of a scenario which addresses all CAPE/CACE standards.





**CANDIDATE COMPREHENSIVE ASSESSMENT  
ORAL DEFENSE**

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

**Visionary Leaderships**

Comment:

**Institutional Leadership**

Comment:

**Organization & Systems Leadership**

Comment:

**Community Leadership**

Comment:

**Learning & Growth**

Comment:

**School Improvement Leadership**

Comment:

Name of Candidate: \_\_\_\_\_

**RESPONSE DESCRIPTORS:**

POS (+)      OK (√)      NEG (-)

**Written Response**

Addressed all questions

**Portfolio (flash drive)**

Major written assignments from each course, written defense, PowerPoint of Project Document

**Oral Defense related to CAPE/CACE Standards**

Verbal articulation

Addressed all questions

Powerpoint/Presentation of research

**Recommendation:**

Approved for filing for Preliminary Administrative Services Credential

Recommend a follow up:

Oral defense \_\_\_\_\_

Written response \_\_\_\_\_

Portfolio (flash drive) \_\_\_\_\_

---

---

\_\_\_\_\_  
Preliminary Administrative Services Credential (PASC)  
Program Director

Date: \_\_\_\_\_

Oral Defense Panel Members:

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

**Preliminary Administrative Services Credential  
Record of Contact and Comments by District Mentor**

District Mentor: \_\_\_\_\_

Candidate: \_\_\_\_\_ Semester: \_\_\_\_\_

School:

Phone:

Home Phone:

<i>Date of Entry:</i>
<i>Date of Entry:</i>
<i>Date of Entry:</i>
<i>Date of Entry:</i>
<i>Date of Entry:</i>
<i>Date of Entry:</i>
<i>Date of Entry:</i>
<i>Date of Entry:</i>

**DISTRICT MENTOR EVALUATION OF THE  
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM**

Please rate the Simpson University Preliminary Administrative Services Credential Program using the following scale:

5 – Highly Commendable 4 – Commendable 3 – Adequate 2 – Somewhat Deficient 1-Deficient

PROGRAM CRITERIA	RATING	COMMENTS
<p>Visionary Leadership</p> <p><i>A school administrator is an educational leader who promotes the success of all students by <b>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</b></i></p>		
<p>Instructional Leadership</p> <p><i>A school administrator is an educational leader who promotes the success of all students by <b>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b></i></p>		
<p>Organization &amp; Systems Leadership</p> <p><i>A school administrator is an educational leader who promotes the success of all students by <b>ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</b></i></p>		
<p>Community Leadership</p> <p><i>A school administrator is an educational leader who promotes the success of all students by <b>collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</b></i></p>		
<p>Personal Learning &amp; Growth</p> <p><i>A school administrator is an educational leader who promotes the success of all students by <b>modeling a personal code of ethics and developing professional leadership capacity.</b></i></p>		
<p>School Improvement Leadership</p> <p><i>A school administrator is an educational leader who promotes the success of all students <b>by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</b></i></p>		

Additional Comments:

\_\_\_\_\_  
District Mentor  
SIMPSON UNIVERSITY  
SCHOOL OF EDUCATION

\_\_\_\_\_  
Date

Form L

# PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

## Evaluation of Candidate

Candidate	Semester	University Supervisor
District Mentor	School	Date

The California Standards of Quality and Effectiveness for Preliminary Administrative Services Credentials and the California Professional Standards for Educational Leaders (CPSELs) provide a common language and a vision of the scope and complexity of leadership by which all administrators can define and develop their practice.

The six CPSEL Standards establish criteria by which administrative leaders may be assessed on their progress toward excellence in their leadership skills. The Simpson University Preliminary Administrative Services Credential Program utilizes these criteria as a formative assessment for monitoring candidate progress, as a framework to objectify improvement and as a summative evaluation of candidate performance.

The University Supervisor, District Mentor and the candidate will complete a formative assessment based on the CPSEL Standards experienced each semester. A final summative assessment will be included in the candidate's capstone portfolio.

**Competent** = The candidate clearly understands and demonstrates a high level of performance in all elements of the standard.

**Informed** = The candidate shows understanding of the standard and has shown success in implementing most of its elements.

**Developing** = The candidate shows understanding of the standard and has shown success in implementing some of its elements.

**Introductory** = The candidate is at a beginning stage of understanding the elements and implementation of the standard.

**Not Observed at this time**

**Indicate the level of performance by placing an X in each CPSEL category below.**

<b>Visionary Leadership</b> <i>A school administrator is an educational leader who promotes the success of all students by <b>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</b></i>	<b>Competent</b>	<b>Informed</b>	<b>Developing</b>	<b>Introductory</b>	<b>Not Observed</b>
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.					
Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.					
Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.					
Identify and address any barriers to accomplishing the vision.					
Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.					
Use the influence of diversity to improve teaching and learning.					

<p><b>Instructional Leadership</b></p> <p><i>A school administrator is an educational leader who promotes the success of all students by <b>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b></i></p>	<p><b>Competent</b></p>	<p><b>Informed</b></p>	<p><b>Developing</b></p>	<p><b>Introductory</b></p>	<p><b>Not Observed</b></p>
<p>Create an accountability system of teaching and learning based on student learning standards.</p>					
<p>Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused in improving the learning of all students and all subgroups of students.</p>					
<p>Shape a culture where a high expectation for all students and for all subgroups of students is the core purpose.</p>					
<p>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 the content standards.</p>					
<p>Promote equity, fairness, and respect among all members of the school community.</p>					
<p>Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.</p>					
<p>Facilitate the use of appropriate learning materials and learning strategies which include the following:</p> <ul style="list-style-type: none"> <li>▪ students as active learners</li> <li>▪ a variety of appropriate materials and strategies</li> <li>▪ the use of reflection and inquiry</li> <li>▪ an emphasis on quality versus quantity</li> <li>▪ appropriate and effective technology</li> </ul>					

<p><b>Organizational &amp; Systems Leadership</b></p> <p><i>A school administrator is an educational leader who promotes the success of all students by <b>ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</b></i></p>	Competent	Informed	Developing	Introductory	Not Observed
Monitor and evaluate the programs and staff at the site.					
Establish school structures, patterns, and processes that support student learning.					
Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.					
Align fiscal, human, and material resources to support the learning of all students and all groups of students.					
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.					
Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively.					
Utilize effective and nurturing practices in establishing student behavior management systems.					



<b>Community Leadership</b>  <i>A school administrator is an educational leader who promotes the success of all students by <b>collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</b></i>	<b>Competent</b>	<b>Informed</b>	<b>Developing</b>	<b>Introductory</b>	<b>Not Observed</b>
Incorporate information about family and community expectations into school decision making and activities.					
Recognize the goals and aspirations of diverse family and community groups.					
Treat diverse community stakeholder groups with fairness and with respect.					
Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.					
Strengthen the school through the establishment of community, business, institutional, and civic partnerships.					
Communicate information about the school on a regular and predictable basis through a variety of media and modes.					

<b>Personal Learning and Growth</b>  <i>A school administrator is an educational leader who promotes the success of all students by <b>modeling a personal code of ethics and developing professional leadership capacity.</b></i>	<b>Competent</b>	<b>Informed</b>	<b>Developing</b>	<b>Introductory</b>	<b>Not Observed</b>
Demonstrate skills in decision making, problem solving, change management, planning, conflict management, and evaluation.					
Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.					
Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.					
Reflect on personal leadership practices and recognize their impact and influence on the performance of others.					
Encourage and inspire others to higher levels of performance, commitment, and motivation.					
Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.					
Engage in professional and personal development.					
Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.					
Use the influence of the office to enhance the educational program rather than for personal gain.					
Protect the rights and confidentiality of students and staff.					

<p><b>School Improvement and Leadership</b></p> <p><i>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.</i></p>	<b>Competent</b>	<b>Informed</b>	<b>Developing</b>	<b>Introductory</b>	<b>Not Observed</b>
View oneself as a leader of a team and also a member of a larger team.					
Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.					
Generate support for the school by two-way communication with key decision makers in the school community.					
Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.					
Influence and support public policies that ensure the equitable distribution of resources, and support for all subgroups of students.					
Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.					

**Summative Comments by District Mentor:**

**Summative Comments by University Supervisor:**

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Mentor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor Signature

\_\_\_\_\_  
Date

**PRELIMINARY ADMINISTRATIVE  
SERVICES CREDENTIAL FIELD  
EXPERIENCES AGREEMENT**



This AGREEMENT entered into by and between Simpson University and \_\_\_\_\_  
School District, County of \_\_\_\_\_, and hereinafter called the School District.

**WITNESSETH**

WHEREAS pursuant to the provisions of Section 1065 of the Education Code, the governing board of any School District is authorized to enter into agreements with a state college, the University of California, or any other university or college accredited by the State Board of Education as a teacher education institution, to provide Preliminary Administrative Services Credential (PASC) field experience to candidates enrolled in the Administrative Services Credential program of such institution; and

WHEREAS any such agreement may provide for the payment in money or in services for the services rendered by the School District: and

THAT Simpson University desires to enter into this agreement with the School District for payment to the District Mentor of the School District for services rendered to the Simpson University administrative candidate for the hereinafter-named calendar period.

**SPECIAL PROVISIONS**

PARTIES: Simpson University and \_\_\_\_\_ School District of \_\_\_\_\_ County.

TERM: Three (3) Years

RATE: District Mentor will receive \$100 per field experience per administrative candidate.

**GENERAL TERMS**

1. The School District shall provide field experience in schools of the School District for such candidates assigned by Simpson University and accepted by the School District. Such field experience shall be provided in such schools of the School District, and under the direct supervision and instruction of such employees of the School District as the School District and Simpson University through their duly authorized representatives may agree upon.

