Education Administration Credential Program Handbook

Department of Advanced Educational Studies

Revised: Spring 2021
Table of Contents

Welcome and Contact Information ............................................................................................................. 4

Chapter 1 – Overview of Essentials ............................................................................................................ 5

School of Social Sciences and Education (SSE) Vision ............................................................................ 5

CSUB Educator Preparation Mission, Vision, and Theme ........................................................................ 5

Credential Program Goals ......................................................................................................................... 5

Candidate Dispositions ............................................................................................................................... 6

Dispositions Introduction and Assessment ............................................................................................... 6

Disposition Appeal Process ........................................................................................................................ 6

General Program Information ................................................................................................................... 7

Application ................................................................................................................................................................. 7

Basic Skills Requirement Options ............................................................................................................. 7

Application Evaluation Procedure ............................................................................................................. 8

Graduate Catalog ....................................................................................................................................... 8

Course Substitutions .................................................................................................................................. 8

Transfer Credit ........................................................................................................................................... 8

Tuition /Fees ............................................................................................................................................... 8

Adding/Dropping/Withdrawing .................................................................................................................... 9

Application for Credential ......................................................................................................................... 9

Coursework ............................................................................................................................................... 10

Scholastic Expectation (Program G.P.A.) ............................................................................................... 10

Candidate Dismissal Policy ...................................................................................................................... 10

Time Limit to Complete Requirements .................................................................................................... 11

Non-Active Status ..................................................................................................................................... 11

LiveText FEM .......................................................................................................................................... 11

Canvas ...................................................................................................................................................... 11

CSUB Private and Charter School Policy ............................................................................................... 12

Clinical Practice Video Assessment ......................................................................................................... 12

Directions for Permission to videotape: .................................................................................................. 12

Video Content ........................................................................................................................................... 13

Chapter 2 – The California Administrator Performance Assessment (CalAPA) .................................... 14

California Administrator Performance Expectations (CAPEs) .............................................................. 15

Chapter 3 – Clinical Practice ..................................................................................................................... 24

Liability Insurance ....................................................................................................................................... 27
Video Taping ............................................................................................................................................ 27
Clinical Practice Evaluations .................................................................................................................. 29
Digital Professionalism ............................................................................................................................ 29
Dress Code ................................................................................................................................................ 29
Reporting Child Abuse ............................................................................................................................. 30
Privacy of Personal Information-Confidential Records ........................................................................ 30
Improvement Plan ................................................................................................................................... 30
Applying for your Preliminary Administrator Credential ...................................................................... 31
Credentialing Program Contacts: .................................................................................................................... 31

Chapter 4 – University Policies and Procedures .......................................................................................... 32
University Procedures and Information Civility and Respectful Conduct ............................................. 32
Services for Students with Disabilities ..................................................................................................... 32
Academic Integrity .................................................................................................................................... 33
Student Complaint and Grievance Procedures ........................................................................................ 33
Diversity Policy ......................................................................................................................................... 34
Practices .................................................................................................................................................... 34

Chapter 5 Program Documents .................................................................................................................. 35
Credential Candidate Dismissal Policy and Improvement Plan Department of Advanced Educational Studies .......................................................................................................................... 35

Step 1: Improvement Plan .......................................................................................................................... 35
Step 2: Decision to Dismiss ........................................................................................................................ 35
Step 3: Grievance Process .......................................................................................................................... 35

Credential Candidate Improvement Plan ................................................................................................ 36
California Administrator Performance Expectations Rubric ................................................................ 38
Educator Preparation Program (EPP) Dispositions Rubric .................................................................. 39
Education Administration Candidate Acknowledgement, Release of Liability and Promise Not to Sue .................................................................................................................................................. 40
Rights and Responsibilities of Students (CSUB Academic Integrity Policy) ................................... 42
CANDIDATE ATTESTATION FORM: ATTESTATION OF COMPLETED RELEASE FORMS... 43

Adult Release Form .................................................................................................................................. 43
STUDENT VIDEO RELEASE FORM ................................................................................................... 44
FORMULARIO DE VIDEO DE ESTUDIANTE ................................................................................... 45
ADMINISTRATOR RELEASE FORM* ................................................................................................ 47
Welcome and Contact Information

To the Educational Administration Credential Program Candidate:

We welcome you to the Educational Administration Program at California State University, Bakersfield!

Thank you for considering us as your "university of choice!"

CSUB is accredited by the Western Association of Schools and Colleges (WASC) and California's Commission on Teacher Credentialing (CTC).

We seek to provide you with the opportunity to become a highly effective professional in TK-12 education.

Our highly qualified and approachable faculty and staff will assist you throughout the process.

Our program is rigorous, but attainable and highly regarded by administrators in the field.

We are here to offer assistance every step of the way, so please do not hesitate to ask for information to make your experience a rewarding one.

We look forward to working with you and wish you great success at CSUB!

Sincerely,

The CSUB Educational Administration Faculty and Staff

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Chapter 1 – Overview of Essentials

School of Social Sciences and Education (SSE) Vision

The School of Social Sciences and Education will provide professional leadership to improve the quality of social life and education for the region through high-quality scholarship, educational offerings, and community partnerships. The School of Social Sciences and Education will be recognized as offering premier programs in the CSU system and will offer landmark programs recognized nationally and internationally.

CSUB Educator Preparation Mission, Vision, and Theme

Mission

CSUB Educator Preparation Programs cultivate school, university, and community partnerships that prepare highly qualified education professionals, who work collaboratively to nurture an equitable and informed education community.

Vision

The CSUB Educator Preparation Programs will be the nexus of a network of ethical educational leaders who promote student growth and improve the quality of life in their communities.

Theme

“Expanding minds. Engaging hearts. Enhancing communities.”

Credential Program Goals

1. To empower candidates through a solid knowledge base for reflective decision-making and other educational tasks.
2. To promote an understanding about the contemporary role of educational administration and the organizational system of schools.
3. To help candidates implement culturally responsive leadership through effective strategies that facilitate learning.
4. To foster the development of educators who engage in inquiry-based learning and teaching.
5. To enhance an understanding of human growth and development and cultivate an appreciation for cultural differences and global perspectives.
6. To integrate appropriate technology and utilize various communication skills effectively.
Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

Professional Collaboration
Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner
Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional
Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

Student/Client Centered
Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader
Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence
Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards-based instruction.

Dispositions Introduction and Assessment

Dispositions are integrated and assessed within the program at various points. Candidates are introduced to the dispositions in the field experience course. Candidates complete a self-assessment and are also evaluated by site mentors at the beginning, middle and end of the Preliminary Administrative Services Credential (PASC) program. In addition, the university supervisors evaluate a candidate against the dispositions rubric at the middle and end of the PASC program. This helps candidates stay familiar with department expectations and encourages reflection upon their own professional attitudes and behavior.

Disposition Appeal Process
https://www.csub.edu/sse/departments/advancededucationalstudies/_files/disposition_assessment.pdf
General Program Information

Application

Applicants for the Preliminary Education Administration Program must apply through the California State University application website: https://www2.calstate.edu/apply

The application process includes:

- CSUB Admission Application (https://www2.calstate.edu/apply)
- Verification of Experience (https://www.csub.edu/sse/departments/advancededucationalstudies/_files/VOE)
- Copy of credential - www.ctc.ca.gov (detailed copy - must be a Clear Credential)
- Verification of meeting the Basic Skills Requirement
- 2 letters of recommendation from Field Administrators Credential School Administrator including one from your current principal or supervisor. (Mail to address on recommendation form – signed by recommender across back flap of envelope)
- Personal essay: 2 pages describing your past leadership experiences in education and your career goals regarding educational leadership.
- Copy of official transcript(s)
- Current résumé

Basic Skills Requirement Options

<table>
<thead>
<tr>
<th>Options for meeting the Basic Skills Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination CBEST</td>
</tr>
<tr>
<td>English Score Requirement</td>
</tr>
<tr>
<td>Math Score Requirement</td>
</tr>
<tr>
<td>CBEST</td>
</tr>
<tr>
<td>Total of 123 with no section score below 37.</td>
</tr>
<tr>
<td>“College Ready” or “Exempt”</td>
</tr>
<tr>
<td>“College Ready” or “Exempt”</td>
</tr>
<tr>
<td>CSU Early Assessment Program (EAP)</td>
</tr>
<tr>
<td>“College Ready” or “Exempt”</td>
</tr>
<tr>
<td>CSU Placement Exams (EPT and ELM)</td>
</tr>
<tr>
<td>Score of 151 or above</td>
</tr>
<tr>
<td>Score of 50 or above</td>
</tr>
<tr>
<td>College Board SAT</td>
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<tr>
<td>Score of 500 or above</td>
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<tr>
<td>Score of 550 or above</td>
</tr>
<tr>
<td>ACT</td>
</tr>
<tr>
<td>Score of 22 or above</td>
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<tr>
<td>Score of 23 or above</td>
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<tr>
<td>College Board Advanced Placement Examinations (AP)</td>
</tr>
<tr>
<td>Score of 3 or above on one of the following:</td>
</tr>
<tr>
<td>· AP English Language and Composition</td>
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<tr>
<td>· AP English Literature and Composition</td>
</tr>
<tr>
<td>Score of 3 or above on one of the following:</td>
</tr>
<tr>
<td>· AP Calculus AB, AP Calculus BC or AP Statistics</td>
</tr>
</tbody>
</table>
Application Evaluation Procedure

Applicants to the Education Administration Program will be evaluated based on the California Code of Conduct—Title 5. Education: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=44270.1., Education Code section 44270(a)(1), the Education Administration Dispositions and the California Teaching Commission Program Requirements.

California State University, Bakersfield is committed to Equal Employment Opportunity. Applicants will be considered without regard to gender, race, age, color, religion, national origin, sexual orientation, genetic information, marital status, disability or covered veteran status.

Graduate Catalog

Please take time to read through the Graduate Catalog Information which guides our work with applicants and students as well as providing Graduate Policies and Procedures:

https://www.csub.edu/catalog/2021-2022-division-graduate-studies

Also read the Education Administration Catalog:

https://www.csub.edu/catalog/2021-2022-educational-administration-graduate-program

Course Substitutions

Course substitutions are only permitted when the candidate has already taken a similar course for another Masters or Doctoral degree. Students requesting a course substitution must complete the Academic Appeals form (https://www.csub.edu/ge/Faculty/GE-Substitution-Form/Course-Substitution_Waiver-Form_11.19.2019.pdf) and have approval of the changed courses from their advisor, the EDAD program director and appropriate college and university level approvals.

Transfer Credit

Transfer credits and course substitutions are not accepted once admitted to the CSUB Education Administration Program

Tuition /Fees

Cost of Tuition: https://www.csub.edu/catalog/2021-2022-schedule-tuition-and-fees

Program Application Fee: $35.00 (non-refundable)

The CSUB Office of Financial Aid and Scholarships administers a number of financial aid programs to enable students without adequate financial resources to attend classes. Funding for eligible applicants may include grants, loans, and scholarships. Please visit the CSUB Financial
Aid & Scholarships home page at www.csub.edu/FinAid

Adding/Dropping/Withdrawing

Students register for courses online through myCSUB: http://www.csub.edu/.

Students are allowed to add or drop classes from their schedule through the third week of the term.

To add or drop a course, access the form in the link below:

https://www.csub.edu/registrar/registration

Students are required to withdraw from classes they are not attending. Failure to do so will result in a grade of “WU” and will be calculated into the GPA as an “F”.

Application for Credential

Completion of coursework, including CalAPA, does not guarantee a credential.

Candidates must be recommended for a credential based upon satisfactory completion of the California Administrative Performance Assessments (CalAPA) in addition to satisfying all other Program and CCTC requirements and criteria.

The University, through the Department of Advanced Education, makes the recommendation for issuance of a Certificate Of Eligibility or a Preliminary Administrative Credential upon review of a candidate's file and application for the credential.

Once all credential coursework and requirements have been completed, you may apply for your credential. Please do so in a prompt and timely manner. CSUB Educational Administration will not recommend a credential more than seven years after final course completion. California Commission on Teacher Credentialing (CTC) requirements may further limit the time period in which a credential may be obtained.

Credential applications are evaluated and processed at the Bakersfield Campus and then submitted to the Commission on Teacher Credentialing for final issuance.

Applications are processed in the order in which they are received. Processing time is approximately 2 – 4 weeks.

1. Application forms and complete instructions are available in the link below.

2. Complete and print out all application forms. Return the completed application materials to the Credentials Office at either the Bakersfield or Antelope Valley Campus. You may also mail your application to:
3. Include any additional documentation not previously submitted.

4. It is recommended that you make a copy of your application documents for your records.

Here is the link to the Credential Application Process and Timeline:

https://www.csub.edu/sse/credentials/_files/credapp_edadorpps.pdf

Coursework

Coursework information and sequencing can be found at the CSUB Educational Administration webpage.

Please contact your Program Advisor with questions regarding your individual program plan.

Scholastic Expectation (Program G.P.A.)

Classified Post-Baccalaureate or Graduate students must maintain a minimum 3.0 ("B") cumulative GPA. Students performing below this standard will be placed on Academic Probation. Students who fail to correct deficiencies within a reasonable time period will be suspended. No course with a grade lower than "C" may apply toward the fulfillment of credential requirements.

All candidates must have a 3.0 program GPA with no grade lower than a “C” to be recommended for a credential or to earn the Master’s Degree.

Candidate Dismissal Policy

The CSUB Credential Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidates develop these competencies. If a candidate is not developing competencies required for recommendation for a credential, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program after the due process is exhausted.
Time Limit to Complete Requirements

The California Administrative Code, Title 5, Education, states that all the requirements for a credential be completed within a seven-year period. With outdated requirements (generally, courses) the candidate may complete a Petition form for an extension of the time limit or substitution of other appropriate courses but is not guaranteed that the extension or courses will be accepted. At times, due to changes in education standards or credentialing requirements, a course may need to be repeated if the course work has substantively changed and the candidate is considered in non-active status prior to the seven-year period. Extensions for required tests are not available.

Non-Active Status

Graduate or post-baccalaureate students who have been absent from the program for one term will be reclassified in a non-active student status. All students who have been reclassified in a non-active student status must submit a new application for admission to the university and the program and pay the non-refundable application fees.

A candidate may request a planned Educational Leave:

https://csbsubsign.na2.documents.adobe.com/public/esignWidget?wid=CBFCIBAA3AAABLbqZhA2EnTp5fisCljS3qZ5_0Si7zAa0aSy2crunY3qlu9Q2AgGbEyKndX138fQO4iTmo*

LiveText FEM

Candidates need to have personal access to a computer and the Internet in order to complete classes. Candidates must purchase and use LiveText FEM (Field Experience Edition) to complete and submit signature assignments and fieldwork expectations. Specify CSUB ID, CSUB email address, and California State University-Bakersfield as the institution when you sign up so you will have access to CSUB templates, etc. When selecting a name, use your myCSUB username as your LiveText account name. LiveText training videos are included within the program after software purchase.

LiveText can be found at: https://www.livetext.com/

Canvas

Some course work will be completed using Canvas learning management system. Be sure to back up all of your work from each course; coursework will not be available to students after the end of the course. Additional Canvas information can be found at:

https://its.csub.edu/lmseval
CSUB Private and Charter School Policy

The California Administrator Performance Assessment has specific requirements regarding:

- collecting and analyzing three years of data based on one of six California indicators (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, college/career readiness)
- disaggregating the data according to California recognized demographics (e.g. foster youth, ethnicity, race, homeless, socioeconomic disadvantaged, English language learner)
- identifying an equity-based gap in student achievement or well-being
- forming a community of practice to address the identified gap
- coaching a teacher through an instructional cycle

Additionally, the CSUB Field Experience requires a minimum of 150 hours of job shadowing and supervised leadership involvement in school activities and events.

Each candidate must work closely with their field supervisor, usually their site principal, in meeting these requirements.

CSUB Educational Administration candidates working in private or charter schools are welcome to utilize their own schools provided these requirements are met.

Potential CSUB Educational Administration candidates working in private or charter schools are responsible for discussing their current placement with CSUB faculty at the time of application to ensure the candidate will be able to complete program and state credentialing requirements.

Clinical Practice Video Assessment

Candidates taking any course requiring placement for clinical practice must complete and submit the Candidate Attestation Form prior to completing any video assignments. Failure to submit the required forms will result in no-credit for the course or courses enrolled in for the term.

Directions for Permission to videotape:

The California Administrator Performance Assessment Cycles 2 and 3 requires videotaping.

Permission must be obtained from all participants prior to any videotaping.

Permission takes two forms:

1. Cycle 2 requires the videotaping of adults participating in a community of practice. Additionally, Cycle 3 requires the videotaping of the coaching session with an adult teacher. The adults involved in these projects must sign the Adult Release Form available in your Field Experience Blackboard and in this handbook. Note that these videotapes
are to never be shared on any social media or other platform. They are only to be shared in the official CalAPA submission and in your CSUB LiveText account.

2. Cycle 3 requires the videotaping of an actual class being taught by the teacher you are coaching. You must follow your school and district policy regarding filming students. Some schools have a media release form that students’ parents have signed during registration that meets the parental permission requirements. Other schools will require you to obtain parental permission using a school or the CSUB Student Video Release form. The CSUB Student Video Release form is available in your fieldwork Blackboard and in this handbook. Again, be sure to consult with your principal regarding specific school policy. This video is for your review and coaching purposes and is to never be posted or shared in any social media or other platform or venue.

**Video Content**

Candidates may submit the same video for multiple course assignments as long as the video demonstrates the specifics required in each unique assignment. For reflections and additional course expectations please see your individual syllabus. Candidates may use portions of a CalAPA Cycle 2 or 3 video as a course assignment. Failure to submit the required video assessments will result in no credit for the course. Course videos are to be 5-10 minutes in length and compressed below 50 megabytes prior to submission. Follow syllabus directions for content required for your video. Please contact your instructor with any questions. Video assessment is through LiveText only. All videos are to be submitted through LiveText. No video is to be submitted to any other digital platform except for the official CalAPA submittal site.
Chapter 2 – The California Administrator Performance Assessment (CalAPA)

Beginning with the 2019-2020 school year, the California Commission on Teacher Credentialing requires all Administrative Services Credential applicants to both take and pass the California Performance Assessment (CalAPA).

The CalAPA is divided into three Cycles with each emphasizing a particular leadership skill.

- **Cycle 1** focuses on analyzing multiple sources of school data for the purpose of identifying a single equity gap for a group of students at your school. The California Department of Education has state and local measures for each local control funding formula priority area. The six state indicators/measures are chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance (all grades), and college/career readiness for schools in the California School Dashboard. You will choose one state indicator to inform equitable improvement for a group of students that aligns with your school’s vision, mission, and/or goals. Within the cycle of **investigate, plan, act, and reflect**, you will collect and analyze multiple sources of longitudinal quantitative and qualitative data. After completing an equity gap analysis based on the data collected, you will determine institutional and/or structural factors that may be contributing to the identified equity gap. Based on contributing factors, develop a problem statement to frame an educational need for the student group. To address the problem statement, you will develop potential strategies that might be used for equitable school improvement. Next, you will solicit targeted feedback from a key stakeholder(s) and adjust your proposed strategies accordingly. At the conclusion of this leadership cycle, you will reflect on your capacity to be an equitable leader and identify areas for growth to further develop.

- **Cycle 2** focuses on co-facilitating collaborative professional learning within a community of practice for the purpose of improving teaching and student learning. Within the cycle of **investigate, plan, act, and reflect**, you will identify and work with a small group of educators at your school to identify a problem of practice. Additionally, the group will jointly determine an evidence-based strategy to address the problem of practice that will strengthen and increase equitable learning and/or well-being for all students. You will then conduct and record all meetings with the group and collaboratively lead the professional learning of the community of practice. Finally, you will reflect on how your co-facilitation supports the group to address the problem of practice, how you supported all members to participate in meetings as the evidence-based strategy was implemented, and how you responded to the group’s feedback on your capacity to equitably co-facilitate the community of practice. Equity gap findings from Cycle 1 may inform the focus of your work in Cycle 2.

- **Cycle 3** focuses on coaching an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of **investigate, plan, act, and reflect**, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle,
including a pre-observation meeting, a focused classroom observation to collect CSTP-related evidence of practice, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and an equity-minded leader.

The CalAPA requirements are articulated through your credential course work.

The CTC provides strict guidelines for how instructors may provide feedback to candidates regarding CalAPA. Those guidelines can be found at the CalAPA website regarding Acceptable Support:


Additional information regarding the CalAPA including registration and fee information can be found by choosing the California Administrator Performance Assessment (CalAPA) option at:

http://www.ctcexams.nesinc.com/Home.aspx

California Administrator Performance Expectations (CAPEs)

While the CalAPA focuses on three essential skills of leadership, those skills are in turn built upon six core content expectations, the California Administrator Performance Expectations.

Your coursework and field experiences are articulated to the CAPEs.

<table>
<thead>
<tr>
<th>California Administrator Performance Expectations (CAPEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPE 1: DEVELOPMENT &amp; IMPLEMENTATION OF A SHARED VISION:</strong></td>
</tr>
<tr>
<td>Education leaders facilitate the development &amp; implementation of a shared vision of learning and growth of all students.</td>
</tr>
<tr>
<td>Developing a Student-Centered Vision of Teaching and Learning – New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</td>
</tr>
<tr>
<td>Develop a student-centered vision of teaching and learning based on the understanding that the school’s purpose is to increase student learning and well-being.</td>
</tr>
<tr>
<td>Analyze available student and school data from multiple sources to develop a site-specific vision and mission.</td>
</tr>
<tr>
<td>California Administrator Performance Expectations (CAPEs)</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Analyze and apply political, social, economic, and cultural contexts to inform the school’s vision and mission.</td>
</tr>
<tr>
<td>Analyze and align the school’s vision and mission to the district’s goals.</td>
</tr>
<tr>
<td>Explain how school plans, programs, and activities support the school’s vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.</td>
</tr>
<tr>
<td>Communicate the school’s vision of teaching and learning clearly to staff and stakeholders.</td>
</tr>
<tr>
<td><strong>Developing a Shared Vision and Community Commitment – New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement.</strong></td>
</tr>
<tr>
<td>Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders.</td>
</tr>
<tr>
<td>Use effective strategies for communicating with all stakeholders about the shared vision and goals.</td>
</tr>
<tr>
<td>Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals.</td>
</tr>
<tr>
<td><strong>Implementing the Vision – New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.</strong></td>
</tr>
<tr>
<td>Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.</td>
</tr>
<tr>
<td>Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students.</td>
</tr>
<tr>
<td>Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school’s vision.</td>
</tr>
<tr>
<td>California Administrator Performance Expectations (CAPEs)</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **CAPE 1: COMMUNICATION**  
  Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision. | 1C4 |
| Facilitate & support school structures, systems, & conditions that offer equal opportunities for all students to succeed. | 1C5 |
| **CAPE 2: INSTRUCTIONAL LEADERSHIP**  
  Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. | 2 |
| **Personal and Professional Learning**  
  New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. | 2A |
| Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves. | 2A1 |
| Involve staff in identifying areas of professional strength and development that link to accomplishing the school’s vision and goals to improve instruction and student learning. | 2A2 |
| Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL. | 2A3 |
| Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice. | 2A4 |
| **Promoting Effective Curriculum, Instruction, and Assessment**  
  New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. | 2B |
| Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school’s vision and goals. | 2B1 |
| Establish and maintain high learning expectations for all students. | 2B2 |
### California Administrator Performance Expectations (CAPEs)

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.</td>
<td>2B3</td>
</tr>
<tr>
<td>Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.</td>
<td>2B4</td>
</tr>
<tr>
<td>Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.</td>
<td>2B5</td>
</tr>
<tr>
<td><strong>Supporting Teachers to Improve Practice – New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.</strong></td>
<td>2C</td>
</tr>
<tr>
<td>Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.</td>
<td>2C1</td>
</tr>
<tr>
<td>Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change.</td>
<td>2C2</td>
</tr>
<tr>
<td>Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.</td>
<td>2C3</td>
</tr>
<tr>
<td>Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.</td>
<td>2C4</td>
</tr>
<tr>
<td><strong>Feedback on Instruction – New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.</strong></td>
<td>2D</td>
</tr>
<tr>
<td>Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.</td>
<td>2D1</td>
</tr>
<tr>
<td><strong>California Administrator Performance Expectations (CAPEs)</strong></td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.</td>
<td>2D2</td>
</tr>
<tr>
<td>Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.</td>
<td>2D3</td>
</tr>
<tr>
<td><strong>CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Operations and Resource Management – New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.</strong></td>
<td>3A</td>
</tr>
<tr>
<td>Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.</td>
<td>3A1</td>
</tr>
<tr>
<td>Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.</td>
<td>3A2</td>
</tr>
<tr>
<td>Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.</td>
<td>2A3</td>
</tr>
<tr>
<td>Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.</td>
<td>2A4</td>
</tr>
<tr>
<td><strong>Managing Organizational Systems and Human Resources – New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.</strong></td>
<td>3B</td>
</tr>
<tr>
<td>Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.</td>
<td>3B1</td>
</tr>
<tr>
<td>Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.</td>
<td>3B2</td>
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<tr>
<td>California Administrator Performance Expectations (CAPEs)</td>
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<tr>
<td>Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.</td>
<td>3B3</td>
</tr>
<tr>
<td>Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.</td>
<td>3B4</td>
</tr>
<tr>
<td><strong>Managing the School Budget – New administrators know the school’s budget and how the budget supports student and site needs.</strong></td>
<td>3C</td>
</tr>
<tr>
<td>Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.</td>
<td>3C1</td>
</tr>
<tr>
<td>Assess and analyze student and site needs and use this understanding as a base to support financial decision making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans.</td>
<td>3C2</td>
</tr>
<tr>
<td>Use various technologies related to financial management and business procedures.</td>
<td>3C3</td>
</tr>
<tr>
<td>Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures including financial record keeping and accounting.</td>
<td>3C4</td>
</tr>
<tr>
<td><strong>CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT</strong></td>
<td>4</td>
</tr>
<tr>
<td>Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</td>
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<tr>
<td><strong>Parent and Family Engagement – New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.</strong></td>
<td>4A</td>
</tr>
<tr>
<td>Engage family and community members in accomplishing the school’s vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.</td>
<td>4A1</td>
</tr>
<tr>
<td>Create and promote a welcoming environment for family and community participation.</td>
<td>4A2</td>
</tr>
<tr>
<td>Recognize and respect family goals and aspirations for students.</td>
<td>4A3</td>
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<td>California Administrator Performance Expectations (CAPEs)</td>
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<tr>
<td>Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.</td>
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<tr>
<td>Community Involvement – New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.</td>
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<tr>
<td>Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.</td>
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<tr>
<td>Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school’s vision, plans, and decisions.</td>
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<tr>
<td>Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.</td>
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<tr>
<td>Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.</td>
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<tr>
<td><strong>CAPE 5: ETHICS AND INTEGRITY</strong></td>
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<tr>
<td><strong>Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</strong></td>
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<tr>
<td>Reflective Practice – New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.</td>
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<tr>
<td>Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.</td>
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<tr>
<td>Use a professional learning plan to focus personal and professional growth in order to achieve the school’s vision and goals.</td>
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<tr>
<td>Seek opportunities for professional learning that address the range of students’ academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.</td>
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<tr>
<td>California Administrator Performance Expectations (CAPEs)</td>
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<tr>
<td>Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.</td>
<td>5A4</td>
</tr>
<tr>
<td><strong>Ethical Decision-Making</strong> – 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.</td>
<td>5B</td>
</tr>
<tr>
<td>Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.</td>
<td>5B1</td>
</tr>
<tr>
<td>Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that may be related to race, diversity, and access.</td>
<td>5B2</td>
</tr>
<tr>
<td>Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.</td>
<td>5B3</td>
</tr>
<tr>
<td><strong>Ethical Action</strong> – New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.</td>
<td>5C</td>
</tr>
<tr>
<td>Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.</td>
<td>5C1</td>
</tr>
<tr>
<td>Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.</td>
<td>5C2</td>
</tr>
<tr>
<td>Use personal and professional ethics as a foundation for communicating the rationale for their actions.</td>
<td>5C3</td>
</tr>
</tbody>
</table>
| **CAPE 6: EXTERNAL CONTEXT AND POLICY**

*Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.* | 6 |
<p>| <strong>Understanding and Communicating Policy</strong> – New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. | 6A |
| Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors. | 6A1 |</p>
<table>
<thead>
<tr>
<th>California Administrator Performance Expectations (CAPEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.</td>
</tr>
<tr>
<td>Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.</td>
</tr>
<tr>
<td>Operate within legal parameters at all levels of the education system.</td>
</tr>
<tr>
<td><strong>Representing and Promoting the School – New administrators understand that they are a spokesperson for the school’s accomplishments and needs.</strong></td>
</tr>
<tr>
<td>Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.</td>
</tr>
<tr>
<td>Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being.</td>
</tr>
<tr>
<td>Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.</td>
</tr>
<tr>
<td>Involve stakeholders in helping address the school’s challenges as well as sharing in its successes.</td>
</tr>
</tbody>
</table>
Chapter 3 – Clinical Practice

Clinical practice, or field experience, prepares students for actual job performance in school leadership work. Students will practice essential leadership skills aligned with the California Administrator Performance Assessment (CalAPA) expectations of data analysis, facilitating a community of practice, and instructional coaching. Students also develop understanding of how the California Administrator Performance Expectations (CAPEs) and related research-based theories and practices are applied at schools through supervised leadership participation in school activities, functions, and events.

Because clinical practice is tightly aligned with the CalAPA and to ensure the full-range of school leadership responsibilities are observed and experienced, each candidate must have a site mentor. Due to the logistics of the CalAPA requirements, candidates are encouraged to complete their clinical practice at their own school site.

The Educational Administration program does not provide a site mentor but will work with each candidate and their identified site mentor to set program expectations including:

- Supporting 150 hours over the course of the year of active participation in job shadowing and school events and activities from a leadership perspective.
- Supporting the identification of an equity-based gap in student well-being or achievement based on three years of data disaggregated by State of California approved demographics.
- Supporting the candidate’s facilitation of a committee of practice including teachers and other stakeholders to address the identified achievement gap.
- Supporting the candidate in a simulated teacher observation cycle emphasizing coaching for continuous instructional improvement.

By the end of this Field Experience I and II courses, candidates will develop deeper experience in the practice of leadership by:

- Forming a plan that identifies and addresses an equity-based gap in student achievement or well-being.
- Facilitating a community of practice to identify, implement, and evaluate strategies to reduce the equity gap.
- Coaching a teacher through an observation cycle.

Additionally, candidates will develop broader understanding of how the California Administrator Performance Expectations (CAPEs) and related research-based theories and practices are applied in schools by:

- Participating in a variety of school and district-based activities, events, processes, and job-shadows.
- Reflecting on how your experiences relate to research-based theories and practices.
Clinical practice is designed to connect class-based readings and theories with application in real-world schooling according the six CAPEs:

- Visionary Leadership
- Ethical Leadership
- Instructional Leadership
- Family and Community Engagement
- Management and the Learning Environment
- External Context and Policy

The complete CAPEs can be found at:

https://www.ctcexams.nesinc.com/content/docs/CAPE_Placemat.pdf

More CalAPA information found at:


During the Fall Semester clinical practice, candidates are expected to complete and are evaluated on the following:

Part I – Organizational Scan

- Complete a minimum of 75 hours participating in school or district-based activities, events, processes, and job-shadows.
- Complete seven journals summarizing and reflecting upon these experiences
- Complete a reflection regarding their overall experience and growth as related to the California Administrator Performance Expectations and Candidate Dispositions.

Part II – Facilitating a Community of Practice

- Complete reflective journal entries regarding stakeholder feedback to the proposed plan addressing an equity-based problem, systematic reflection, and creating a community of practice, and overall reflection
- Complete Community of Practice meetings addressing:
  1. setting expectations and norms,
  2. selecting a problem of practice
  3. identifying an evidence-based strategy.
- Submit for each meeting:
  1. a journal reflection,
  2. artifact (e.g. agenda, minutes),
  3. meeting video
• Note that all assignments in this section are aligned with the expectations of the California Commission on Teacher Credentialing’s newly mandated credentialing requirement the California Administrator Performance Assessment (CalAPA).

During the Spring Semester clinical practice, candidates are expected to complete and are evaluated on the following:

Part I – Organizational Scan

• Complete a minimum of 75 hours participating in school or district-based activities, events, processes, and job-shadows.
• Complete seven journals summarizing and reflecting upon these experiences
• Complete a reflection regarding their overall experience and growth as related to the California Administrator Performance Expectations and Candidate Dispositions.

Part II – Facilitating a Community of Practice and Instructional Coaching

• Complete Community of Practice meetings addressing:
  1. Implementing an evidence-based strategy to close the identified achievement gap
  2. Demonstrating leadership growth in facilitating meetings
• Submit for each meeting:
  1. a journal reflection,
  2. artifact (e.g. agenda, minutes),
  3. meeting video
• Complete the three elements of a teacher observation cycle:
  1. Pre-Observation
  2. Observation
  3. Post-Conference
• Submit for each element:
  1. a journal reflection
  2. a meeting video
• Note that all assignments in this section are aligned with the expectations of the California Commission on Teacher Credentialing’s newly mandated credentialing requirement the California Administrator Performance Assessment (CalAPA).

While all texts used in the Educational Administration program contain theory and research-based practices applicable to the clinical practice, the following texts are specifically required for the clinical practice:


**Liability Insurance**

CSUB requires that you carry liability insurance during your field experience. The cost is $20 for the whole year. Purchase your liability insurance from the Cashier’s office at either the Antelope Valley or Bakersfield campus.

A minimum total of 75 hours for the semester is required for the semester. You must log a minimum of five hours within each two-week cycle. Your hours are to be logged in two places:

- Quantitative data regarding weekly hours, cumulative semester hours, and California Administrator Performance Expectations (CAPEs) are to be recorded in the Field Experience Management (FEM) section of LiveText.

- Qualitative data consisting of your descriptions and reflections about your observations are to be recorded in the weekly journals set up in Blackboard. Journal entries should address how the experiences affect your growth as a future administrator by:

  1. Summarizing the experiences and
  2. Reflecting on how one of the experiences was handled well, could have been handled better, and/or related to a key point from the course literature.

**Video Taping**

Some clinical practice assignments require videotaping. The following provide technical support regarding videotaping.

Here is a link to a CalAPA page from the California Commission on Teacher Credentialing with support ideas for making your videos. Please review the Video Recording Tips and Tools section prior to filming.


Here is a video demonstrating how to upload your video file to LiveText:

https://www.youtube.com/watch?v=PMrJ4_A8
LiveText has a 50-megabyte limit for file size and therefore your video file might need compressing before uploading. Here is video demonstrating how to the compression software Handbrake: https://www.youtube.com/watch?v=2F8yM6uiLsU

Here are some additional useful applications. Note this is not an endorsement or expectation to purchase.

- iDevice application ($2.99) Video Slimmer
- Android application (free) Video Compress--Developer is Netcomps
- Android application ($2.99) Video Compress + Check to see if this version will compress 20-minute files

VIDEOS ARE TO NEVER BE UPLOADED TO ANY SOCIAL MEDIA SITES OR OTHERWISE SHARED OUTSIDE OF THE OFFICAL CALAPA SUBMISSION WEBSITE AND YOUR SECURE CSUB LIVETEXT ACCOUNT.

Sharing videos to social media sites or showing to unauthorized users may result in revocation of your ability to obtain a California Administrative Services Credential.
Clinical Practice Evaluations

University supervisors will meet face-to-face with the candidate and the candidate’s site mentor (usually the school principal) by mid-September. The meeting will establish expectations for the field experience including that the plan to address the chosen equity-gap is aligned with current school goals.

Additional instruction and feedback occurs through regularly scheduled class meetings, usually two or three per semester, and individual feedback provided through the course assignments (journals, artifacts, and videos).

Individual feedback is provided via rubrics and instructor comments. Because the clinical practice is aligned with the CalAPA, instructors and site mentors must follow the California Commission on Teacher Credentialing guidelines for acceptable support:


The site mentor is also asked by the university supervisor for feedback regarding the candidate’s development and expertise in the CAPEs along with candidate dispositions. If necessary, additional face-to-face meetings may called by the university supervisor, site mentor, or the candidate.

Candidates who do not successfully complete the course clinical practice requirements for their courses will not pass the courses. Candidates will need to repeat the course the next term before moving forward in their program.

Digital Professionalism

Candidates are not permitted to utilize technology in the classroom for activities other than as an instruction tool. Candidates may not document any part of their Clinical Practice experience via social media. Administrator Candidates are encouraged to maintain a professional presence on social media. A lack of digital professionalism may result in dismissal from the credential program.

The Site Mentor or University Supervisor will notify the Director if technology is used inappropriately during school hours. If needed for instruction, personal technology may be used as an instructional tool. Candidates who use technology during the academic day for activities other than student instruction will receive an Improvement Plan.

Dress Code

Candidates are to dress professionally using their site principal as a model for dress expectations.
Reporting Child Abuse

The state mandates that suspected child abuse be reported. You are required to take online mandated reporter training. Please visit the following address:

https://mandatedreporterca.com/training/school-personnel

to complete the training if you have not already done so, or if your certificate has expired.

The certificate is valid for one year and must be current for all clinical practice. If you suspect child abuse in your classroom, talk to the cooperating administrator and designated school administrator responsible for reporting procedures.

Privacy of Personal Information-Confidential Records

Administrator Candidates must abide by prescribed confidentiality and privacy guidelines including pupils' records. Such records and information are to be held in strictest confident under the Family Educational Rights and Privacy Act and the California Education Code and shall not be disclosed to third parties. Violation of these policies may result in immediate dismissal from the credential program.

Improvement Plan

Candidates who do not demonstrate proficiency in the California Administrator Performance Expectations (CAPEs) or Candidate Dispositions will receive no credit for the course and will be required to repeat the course. If school district personnel formally request that an Administrative Candidate be removed from a clinical practice placement, the Credential programs faculty must immediately comply with this request. In these cases, candidates may be placed on probation or be dropped from the program. Candidates are allowed to repeat Clinical Practice a maximum of two times in different school settings if recommended by the improvement plan findings.

Some AdministrativeCandidates may experience difficulty in planning, instructional practice, and/or classroom management. When a Cooperating Administrator, Administrator, or University Supervisor notices an Administrative Candidate is experiencing difficulty, s/he will discuss the issue with the candidate. If there a lack of progress, an Improvement Plan will be initiated by the University Supervisor or Faculty Member.
Applying for your Preliminary Administrator Credential

Apply for your credential in a timely manner. CSUB and CTC time limits do apply and may change.

1. Application forms and complete instructions are available online at http://www.csub.edu/sse/credentials/Forms/index.html

2. Complete and print the credential application. Return the application along with any additional requirements not already on file (see checklist in the application). Applications may be submitted to either the Bakersfield or Antelope Valley Campus Credentials Office or mailed to:

   California State University, Bakersfield School of Social Sciences and Education Credentials Office - 22 EDUC/155
   9001 Stockdale Highway`
   Bakersfield CA 93311-1022

3. Do not submit documents you have already submitted for your program file.

4. It is recommended that you make a copy of your application documents for your records.

Credentialing Program Contacts:

Julia Bavier (661) 654-3193 jbavier@csub.edu
Stephanie Prielipp (661) 654-3074 sprielipp@csub.edu
Chapter 4 – University Policies and Procedures

University Procedures and Information Civility and Respectful Conduct
The classroom is essential for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students are expected to exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom whenever they are in the classroom.

Faculty members are obligated to recognize and respect student diversity, ideas, perceptions, and opinions. At the same time, faculty have a fundamental responsibility to maintain the integrity of the learning environment. When confronted by unreasonable disruption in the classroom, faculty are expected to initiate actions to correct such conditions. Such actions may result in disciplinary action ranging from removal from the classroom to formal disciplinary sanctions, including probation, suspension, or expulsion.

Services for Students with Disabilities

On the Bakersfield campus, to request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to the instructor during office hours as soon as possible so you can discuss the specific accommodations needed in the class.

On the Antelope Valley campus, to request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (tdd). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to the instructor during office hours as soon as possible so you can discuss the specific accommodations needed in the class.

California State University, Bakersfield attempts to guarantee access to all classes by all students. Students can find CSUB's accessibility policies and services by going to the website for the Office of Services for Students with Disabilities. In addition, E-Learning Services at CSUB has its own policy for guaranteeing access to students in online classes:
"California State University, Bakersfield is committed to providing equal access to Web-based information for people with disabilities. This is in accordance with Section 504 of the 1973 Rehabilitation Act, Section 508 of the Rehabilitation Act Amendment of 1998 and the 1990 Americans with Disabilities Act, and Executive Order 926 of California State University."
Academic Integrity

There are certain forms of conduct that violate the university's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. Source: 2013-2015 CSUB Catalog, page 85.

Student Complaint and Grievance Procedures

The policy and procedures for filing a complaint and/or grievance deal only with individual student complaints and/or grievances against the actions and/or decisions of faculty, academic administrators, or staff professionals. The complaints and/or grievances may concern but are not restricted to (1) an assigned final course grade, (2) administration of records, (3) admission to a program, or (4) requirements for program completion. Group grievances are not permitted. Complaints and/or grievances will not involve allegations of dishonesty or abuse of professional responsibility as such allegations fall strictly under formal university disciplinary proceedings. Procedures for redress of grievances must protect the respondent against unsubstantiated and false charges of bias or unfairness. Therefore, in a grievance there is a presumption that procedures have been fairly followed. It is the responsibility of the grievant to demonstrate otherwise. The final responsibility for assigning or changing a student's record rests solely with the faculty, academic administrators, or staff professionals.

Complaint Procedures: (A) Before resorting to a grievance, a student shall exhaust all complaint procedures at the department/school level. (B) The student shall first address the complaint with the concerned faculty, academic administrator, or staff professional. If the complaint is not resolved at this level, the student should then meet with the program director and/or department chairperson. (NOTE: It is acceptable for the program/department to have in place a committee that hears/reviews complaints and submits its findings/recommendations to the program director/department chairperson prior to the student meeting with the program director and/or department chairperson.) (C) If the complaint is not resolved with the program director/department chairperson, the student should meet with the school Dean. (D) If the complaint is still unresolved after meeting with the school Dean, the student may then, and only then, file a written grievance with the Office of the Academic Vice President within a period of seven (7) working days following the date the above complaint procedures were concluded.

Student Complaint and Grievance Procedures
Diversity Policy

The School of Social Sciences and Education places administrator candidates seeking administrator certification in school sites within our service area. In alignment with The Commission on Teacher Credentialing Standards and California Title 5, these candidates are asked to complete clinical practice experiences which include at least one placement with high needs/diverse student populations (e.g. socioeconomic status, English language proficiency, gender, sexual orientation, and disabilities). During clinical practice, students will systematically integrate culturally responsive pedagogical practices in their coursework and field experiences.

Practices

School selection is based upon service area district demographics to ensure diverse placements during each program. Cooperating Administrators, Site Supervisors and/or University Supervisors evaluate candidate alignment with diversity procedures and expectations. Candidates reflect about how diversity influences their work with students. Records of placements and evaluations are maintained by the programs.

CSUB Candidates will:

- Learn about students in their fieldwork in order to understand represented cultures.
- Be mindful and respectful of the issues that diverse populations present.
- Recognize that students may be brought up in cultures which have different beliefs from one another, and which may be different from your own.
- Acknowledge student differences as well as commonalities and celebrate the differences and commonalities.
- Validate students’ cultural identity in classroom practices and instructional materials.
- Educate students about the diversity of the world around them encourage students to respect each other and celebrate their diverse backgrounds.
- Promote equity and mutual respect by monitoring what types of behaviors and communication styles are rewarded and praised in the classroom.
- Examine personal attitudes that might reflect prejudices or bias.
- Tap into the resources of the community when possible by participating in community events and fostering positive relationships that help create an atmosphere of trust and acceptance for all students and their families.
Chapter 5 Program Documents

Credential Candidate Dismissal Policy and Improvement Plan Department of Advanced Educational Studies

California State University, Bakersfield

The CSUB Credential Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidate develop these competencies. If a candidate is not developing competencies required for recommendation for a credential, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program after the due process is exhausted.

Although cases may vary, the following general departmental due process will be implemented as outlined below:

**Step 1: Improvement Plan**

A university supervisor, faculty member, or coordinator completes the Credential Candidate Improvement Plan and requests approval from the Credential Program Director. The faculty member meets with the Credential Candidate to review the areas of concern and to establish specific steps for improvement. If requested, the Director will attend this meeting. This improvement plan is provided to the candidate, Program Director, Candidate file and other involved parties in writing.

**Step 2: Decision to Dismiss**

If the candidate does not meet the stipulations in the improvement plan and continuation in the program is not recommended, a committee of faculty members including the Program Director may decide to dismiss the candidate from the program. The candidate will then meet with the faculty member and Program Director to review the committee’s decision.

**Step 3: Grievance Process**

If the candidate would like to appeal the decision, he or she may send a written request to the Administrator Education Department Appeals Committee, which includes faculty members, the Program Director, and the Department Chair. The Appeals Committee will meet with all involved parties and inform the candidate of the final decision in writing.
Credential Candidate Improvement Plan

Credential Candidate: ________________________________

Term/Year: ________________________________ Date: _________________

University Supervisor/Instructor/Coordinator: ________________________________

Area(s) of Concern (Please list specific areas of concern with Program standard/expectation and/or Disposition):

________________________________________________________________________

Specific Improvement Actions with timeline for completion:

________________________________________________________________________
Once signed, please provide copies to the Candidate, Program Director, and Program Evaluator (for candidate’s file).

Credential Candidate: ________________________________ Date: ____________

Supervisor/Instructor: ________________________________ Date: ____________

Decision:

_____ Improvement Plan met

_____ Candidate has demonstrated growth and has additional time to further improve. Please indicate the amount of time allotted for this: ________________________________

_____ Candidate has not met the Improvement Plan and does not pass the course(s).

_____ Candidate is removed from the program

Credential Candidate: ________________________________ Date: ____________

Supervisor/Instructor: ________________________________ Date: ____________

Program Director Signature: __________________________ Date: ____________
<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Development &amp; Implementation of Shared Vision</td>
<td>Facilitates the development and implementation of a shared vision of learning and growth of all students.</td>
<td>Does not engage in developing and implementing a shared vision.</td>
</tr>
<tr>
<td>2. Instructional Leadership</td>
<td>Shapes a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</td>
<td>Does not demonstrate instructional leadership.</td>
</tr>
<tr>
<td>3. Management &amp; Learning Environment</td>
<td>Manages the organization to cultivate a safe and productive learning and working environment.</td>
<td>Does not demonstrate management capability.</td>
</tr>
<tr>
<td>4. Family &amp; Community Engagement</td>
<td>Collaborates with families and stakeholders to address diverse student and community interests and mobilize community resources.</td>
<td>Does not build connections with families and stakeholders.</td>
</tr>
<tr>
<td>5. Ethics and Integrity</td>
<td>Makes decisions, models, and behaves in ways that demonstrate professionalism, ethics, integrity, justice, and equity and holds others to the same standard.</td>
<td>Does not behave in an ethical manner with integrity.</td>
</tr>
<tr>
<td>6. External Context and Policy</td>
<td>Influences the political, social, economic, legal, and/or cultural contexts affecting education to improve education policies and practices.</td>
<td>Does not understand or apply external contexts and policy.</td>
</tr>
</tbody>
</table>
# Educator Preparation Program (EPP) Dispositions Rubric

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Collaboration</td>
<td>Leads and participates in professional collaboration with all stakeholders.</td>
<td>Engages in professional collaboration with multiple stakeholders.</td>
<td>Does not engage in professional collaboration.</td>
</tr>
<tr>
<td>Ethical Practitioner</td>
<td>Acts in a matter consistent with professional standards and articulates diverse perspectives, opinions, obligations and ethical responsibilities.</td>
<td>Acts in a manner consistent with professional standards and shows an awareness of diverse perspectives, opinions, obligations and ethical responsibilities.</td>
<td>Occasionally demonstrates professional behavior or shows minimal awareness of diverse perspectives, opinions, obligations and ethical responsibilities.</td>
</tr>
<tr>
<td>Student/Client Centered</td>
<td>Reaches out and builds connections between among clients that serve to enhance trusting relationships with all constituents.</td>
<td>Builds connections between and among clients that serve to enhance trusting relationships.</td>
<td>Inconsistently builds connections between and among clients that serve to enhance trusting relationships.</td>
</tr>
<tr>
<td>Professional Leader</td>
<td>Is a professional leader engaged with all constituents in learner centered dialogue that ensures the advancement, safety, and welfare of all students.</td>
<td>Engages with constituents in learner centered dialogue that ensures the advancement, safety, and welfare of all students.</td>
<td>Infrequently engages with constituents in learner centered dialogue. Exhibits a pattern of negative attitude and/or behavior.</td>
</tr>
<tr>
<td>Professional Competence</td>
<td>Is able to articulate and show clear evidence of impact on K-12 student learners through application of research-based practices and differentiated instruction aligned with content standards.</td>
<td>Maintains high programmatic outcomes that reflect research-based practices aligned with content standards.</td>
<td>Is unable to maintain high programmatic outcomes and is not fully aware of research-based practices aligned with content standards.</td>
</tr>
</tbody>
</table>
Education Administration Candidate Acknowledgement, Release of Liability and Promise Not to Sue

Name: ____________________________ CSUB Student ID#_______________________

As a student in the California State University, Bakersfield School of Social Sciences and Education, and as a participant in a field review for administrator candidates, I acknowledge and agree to abide by the following:

• I am familiar with Education Code section 51512, which states that “The Legislature finds that the use by any person, including a pupil, of any electronic listening or recording device in any classroom of the elementary and secondary schools without the prior consent of the teacher and the principal of the school given to promote an educational purpose disrupts and impairs the teaching process and discipline in the elementary and secondary school, and such use is prohibited. Any person, other than a pupil, who willfully violates this section shall be guilty of a misdemeanor.”

• I understand, as a condition of my acceptance into the Educational Administration Education Program, California State University, Bakersfield, its employees and agents, will be taking visual/audio images of me during my time in the program. Visual/audio images are any type of recording, including photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. CSUB will not materially alter the original images. I agree that CSUB owns the images and all rights related to them. The images will be used for evaluation of my instruction and demonstration of my fieldwork and course components.

• Additionally, the images may be used in any manner or media without notifying me, such as university-sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them.

• I release CSUB and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

• I must sign the Attestation Form prior to any Clinical Practice. The Department will maintain all submitted Forms collected in connection with my field review for a period of 7 years after my field review is completed.
• I am responsible for preparing a Student Release Form (Exhibit A) for every student in the classroom(s) involved in my field review, including obtaining and collecting permissions from the parents/legal guardians of each child in the classroom, and (as necessary) the Administrator Release Form.

• I may not videotape or record, or cause to be videotaped or recorded, any student whose fully-executed release I have not obtained prior to the videotape being made.

• I must delete or destroy any videotapes or other recordings made by or stored on my personal device as soon as the purpose for which they were created and collected (i.e., the field review) is complete.

• I must delete or destroy any videotapes or other recordings stored in common storage (e.g., cloud-based storage, flash drives, memory sticks, etc.) as soon as the purpose for which they were created and collected (i.e., the field review) is complete.

• I will not upload or store any videotape or recording to non-secure and/or publicly accessible locations (e.g., You Tube, Facebook, Instagram, Snapchat). I understand violation of this requirement could have a negative effect on my ability to keep or earn a credential in California.

• I may not use any videotape or recording of my clinical practice made during my field review, whether created by me or another person, for any purpose other than for the field review.

• I hereby grant California State University, Bakersfield the full, unrestricted rights to the use of any and all materials written and submitted by me in conjunction with the Administrator Performance Assessment (the "Materials"), in any form, including edited versions, in presentations, over the Internet, broadcast cable, satellite transmissions, and media that are unknown at this time, for instructional purposes worldwide.

• In consideration for participating in the field review, on behalf of myself and my next of kin, heirs and representatives, I release from all liability and promise not to sue the State of California, the Trustees of the California State University, California State University Bakersfield, and their employees, officers, directors, volunteers and agents (collectively, "University") from any and all claims, including claims of the University's negligence, resulting in any economic or noneconomic injury I may suffer because of my participation in the field review, including but not limited to any third party claims arising out of the use of videotaping or other recording.
Rights and Responsibilities of Students (CSUB Academic Integrity Policy)

The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance. Faculty have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be encouraged and positively reinforced.

Full text: https://www.csub.edu/osrr/Academic%20Integrity%20/index.html

I am 18 years or older and competent to sign this release. I understand the legal consequences of signing this document, including (i) releasing the University from all liability; and (ii) promising not to sue the University. I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held to be invalid or unenforceable, then I will continue to be bound by the remaining terms. I have read this release and reviewed the full Academic Integrity Policy before signing, I understand its contents, and I freely accept the terms.

☐ I consent for CSUB to post my image to a Social Media website.
☐ DO NOT post my image to a Social Media website.

Candidate Signature: __________________________________________________________

Candidate Printed Name: _________________________________________________________

Date: _________________________________________________________________________
CANDIDATE ATTESTATION FORM: ATTESTATION OF COMPLETED RELEASE FORMS

You must obtain the signed Administrator Release Form or the signed Adult Release Forms from any adults who appear in your videotapes or photos submitted as part of your CSUB credential coursework. Keep copies of the Release Forms on file until your preliminary credential has been granted by the California Teaching Commission. Your signature below verifies that you have followed all of the necessary procedures.

No videos may be recorded prior to collection of the Release Forms and submission of this Attestation Form to CSUB. The original signed consent forms must be provided to the Educational Administration program director to be kept on file.

I hereby affirm that I have followed the privacy conventions and permission requirements of my program and school district. I certify that I have secured and am holding on file signed copies of all necessary permission forms from all responsible individuals.

_____________________________________   ____________________________
Candidate Name (print)       CSUB ID number

_____________________________________   ____________________________
Candidate Signature        Date
Adult Release Form

(To be completed by administrative candidate, staff members and volunteers that are involved in this project.)

Adult Name: School

Your Address: ______________________________________________________

I am the adult named above and am more than 18 years of age. I have read and understand the project description given to me. (Please check the appropriate box below.)

☐ I DO give permission to you to include my image on videotape as I participate in a class conducted at __________________________ (Name of School) and/or to reproduce materials that I may produce as part of classroom activities. No last names will appear on any materials submitted.

☐ I DO NOT give permission to include my image on videotape or to reproduce materials that I may produce as part of classroom activities.

Signature of Adult: ________________________________________________

Date: _______________
Administrator Candidate Name: ________________________________

STUDENT VIDEO RELEASE FORM

Dear Parent(s)/Guardian(s):

I am a participant in an assessment, the California Administrator Performance Assessment, for school administrator candidates. One of the purposes of this assessment is to support efforts to increase student learning and/or well-being by working with your student’s teacher(s).

This assessment requires that a short video of one lesson taught in your child’s class be used to provide feedback to your child’s teacher. The purpose of the video is to allow an opportunity for me and your child’s teacher to reflect on their teaching practices in an effort to support their own improvement as an educator. In the course of making the video, your child may appear on the video. Although the video involves both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class.

This video will not be shared with anyone beyond myself and your student’s teacher. The video file will be stored on a password protected electronic devices accessible only to myself and your student’s teacher and will be destroyed after completion of this assessment.

Sincerely,

_______________________________
(Parent/Guardian Name, please print)

_______________________________
(Parent/Guardian Signature)

Please return this form to your student’s teacher.

PERMISSION SLIP

Student’s Name: ________________________________
Teacher’s Name: ________________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the administrator performance assessment, and I agree to the following (please check ONE of the boxes below):

_____ I DO give permission to include my child’s image on video as he or she participates in their normal classroom instruction.
_____ I DO NOT give permission to include my child’s image on video during the lesson.

____________________________________________________
(Parent/Guardian Name, please print)                                      (Date)

____________________________________________________
(Parent/Guardian Name, please print)
Nombre del candidato administrador: _______________________________

FORMULARIO DE VIDEO DE ESTUDIANTE

Estimados Padres / Guardianes:

Soy un participante en una evaluación, la Evaluación de Desempeño del Administrador de California, para candidatos a administradores escolares. Uno de los propósitos de esta evaluación es apoyar los esfuerzos para aumentar el aprendizaje y / o el bienestar de los estudiantes trabajando con los maestros de su estudiante.

Esta evaluación requiere que se use un video corto de una lección enseñada en la clase de su hijo para proporcionar comentarios al maestro de su hijo. El propósito del video es permitirnos a mí y al maestro de su hijo reflexionar sobre sus prácticas de enseñanza en un esfuerzo por apoyar su propia mejora como educadores. Al hacer el video, su hijo puede aparecer en el video. Aunque el video involucra tanto al maestro como a varios estudiantes, el enfoque principal está en la instrucción del maestro, no en los estudiantes de la clase.

Este video no se compartirá con nadie más que yo y el maestro de su hijo. El archivo de video se almacenará en un dispositivo electrónico protegido por contraseña, accesible solo para mí y el maestro de su hijo, y se destruirá después de completar esta evaluación.

Sinceramente,

---

HOJA DE PERMISO

El nombre del estudiante: _______________________________
Nombre del profesor: _______________________________

Soy el padre / tutor legal del niño mencionado anteriormente. Recibí y leí su carta sobre la evaluación del desempeño del administrador, y estoy de acuerdo con lo siguiente (marque UNA de las casillas a continuación):

____ SÍ doy permiso para incluir la imagen de mi hijo en el video mientras él o ella participa en su vida normal en el aula.
____ NO doy permiso para incluir la imagen de mi hijo en video durante la lección.

____________________________________________________   ________________________________
(Nombre del padre / tutor, escriba en letra de molde)                     (Fecha)

_____________________________________________________
(Firma del Padre / Tutor)

Por favor devuelva este formulario al maestro de su estudiante
Administrative Candidate Name: ____________________________________________

ADMINISTRATOR RELEASE FORM*

(To be completed by the administrator mentor responsible for the School/District Site that the above named administrative candidate will be videotaping.)

Administrator Name:
Title:
School Name:
School Address:

I am the administrator of the school named above. I have received permission consistent with school and district policy from each student’s parents/guardians in the participant/candidates class who will be participating in the videotaping.

Signature of Administrator: ____________________________________________

Date: ______________

*This form should only be filled out by an administrator in a school that has parents/guardians complete Student Release Forms at the beginning of the school year and keeps them on file.