

UNIVERSITY OF REDLANDS

SCHOOL OF EDUCATION

Location Address

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COURSE SYLLABUS

Course: EDUC 678B/EDUC 678
Credits: 2/3
Course Title: Fieldwork Practicum
Term: Fall, 2011
Sections: ED 04/ED 20
Days/Times: Monday/5:30 - 8:30 pm
Location: Duke Hall 313

Faculty: Ross E. Mitchell, Ph.D.
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CATALOG COURSE DESCRIPTION

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

GOALS AND OBJECTIVES

1. Demonstrate mastery of the California Commission on Teaching Credentials (CCTC) standards for administrative services.
2. Demonstrate mastery of the *California Administrative Standards* (California Professional Standards for Educational Leaders (CPSELS))
3. Demonstrate a strong commitment to cultural diversity and educational justice.
4. Demonstrate use of technology to enhance administrative skills.
5. Gain practical leadership experience in an actual school setting.
6. Make a significant contribution to a school through development and facilitation of a change project.

7. Earn a Certificate of Eligibility for the Administrative Services Credential (or a Preliminary Administrative Services <Tier I> Credential if the candidate is working under an Intern Credential or has been offered employment in an administrative position)
8. Contribute to the learning of others by mentoring a 678a admin candidate

CREDENTIAL REQUIREMENT SATISFACTION

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

Standard # 1	Program rationale and design
Standard # 2	Program coordination
Standard #3	Development of Professional Perspectives
Standard # 4	Equity, Diversity and Access
Standard # 5	Role of Schooling in a Democratic Society
Standard # 6	Opportunities to Learn Instructional Leadership
Standard # 7	Nature of Field Experiences
Standard # 8	Guidance, assistance, feedback
Standard # 9	Educational Leadership
Standard # 10	Organizational Management
Standard # 11	Instructional Program
Standard # 12	Management of Schools
Standard # 13	Human Resource Administration
Standard # 14	Fiscal Resource and Business Service Administration
Standard # 15	Legal and Regulatory Applications
Standard # 16	Policy and Political Influences
Standard # 17	School and Community Collaborations
Standard # 18	Use of Technology

DESCRIPTION OF THE PROCESS

The Practicum semester is a time to

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

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

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

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

The practicum is designed to provide a culminating experience in which the candidate may directly apply administrative skills and proficiencies in school situations. The practicum is organized to insure a broad range of experiences, a substantive area of responsibility, and a

tangible contribution to the administrative process. While specific duties may vary among candidates, depending upon their individual work situations, the major domains of candidate competence and performance are specified. There is an expectation that candidates will work with diverse populations and in a breadth of administrative areas.

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

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

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

Fieldwork Process

- 1) Candidate enrolls in the Induction Course to plan credentialing program. (EDUC 678a)
- 2) Candidate completes coursework
- 3) Candidate enrolls in Fieldwork Practicum EDUC 678b
- 4) Initial orientation seminar
- 5) Candidate, on-site supervisor, and practicum faculty meet to establish relationship, review expectations and agree on practicum activities.
- 6) Candidate attends university seminars and works on site(s) to apply skills and understandings to administrative situations. (Change Project)
- 7) Candidate develops portfolio of evidence to document areas fieldwork competencies and performances.
- 8) Candidate submits portfolio
- 9) Final on-site assessment of completion of fieldwork. Candidate, on-site supervisor, and practicum faculty meet to review completion of fieldwork activities and portfolio. Document signed.
- 10) Candidate demonstrates mastery of the California Professional Standards for Educational Leaders by passing a comprehensive examination
- 11) Final Exit Oral Assessment Interview

- 12) Outcome of assessment, professional conduct in all University of Redlands experiences and successful completion of program requirements determines recommendation by the Program Chair for eligibility for the Preliminary Administrative Services Credential
- 13) Candidate works with credential analyst to apply for Certificate of eligibility or credential.

Domains of Candidate Competence and Performance

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

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

- **Human Resource Administration**
understand the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings.
- **Organizational Management**
understand the organization, structure, and cultural context of schools and the ability to lead others in the development and attainment of short-term and long-term goals.
- **Fiscal Resource and Business Service Administration**
understand the effective and efficient management of fiscal resources and business services.
- **Legal and Regulatory Applications**
understand the relationship of federal, state and local educational laws, regulations and other policies that govern schools, and knowledge of how to act in accordance with these provisions.
- **Policy and Political Influences**
understand the relationships among public policy, governance, and schooling and the ability to relate policy initiatives to the welfare of candidates in responsible and ethical ways.

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

- **Educational Leadership**
the ability to articulate a vision consistent with a well-developed educational philosophy and the ability to lead individuals and groups toward the accomplishment of common goals and objectives.
- **Instructional Program**
the ability to design, implement, and evaluate instructional programs and lead in their development and improvement.
- **Management of Schools**
the ability to plan, organize, implement, manage, facilitate and evaluate the daily operation of schools in ways that achieve organizational goals and lead to the safe, productive operation of schools.
- **School-Community Collaborations**
the ability to collaborate with parents and community members; work with community agencies, foundations, and the private sector; and respond to community interests and needs in performing administrative responsibilities.

- **Use of Technology**

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

Enduring Change Product/Process:

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

<p>SYSTEMIC CHANGE Enduring product or process</p>

<p>PROFICIENCY Educational Leadership - Instructional Program - Management of Schools School Community Collaborations - Use of Technology</p>
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<p>UNDERSTANDINGS Human Resource Administration - Organizational Management Fiscal and Business Service Administration - Legal and Regulatory Applications Policy and Political Influences</p>

ASSESSMENT

<i>Activity</i>	<i>Points</i>
Change Project Proposal	10
Exit Portfolio	40
Change Project Completion	30
Participation (on campus seminars, mentoring)	10
TOTAL	100

TIMELINE AND MEETING DATES

<i>Week</i>	<i>Date</i>	<i>Activity</i>	<i>Assignment</i>
1	9/12/11	Orientation Appointment setting	Change Project Proposal
2	9/19/11	Change Project Presentations	Organize Exit Portfolio Revise Change Project
3	9/26/11	No class – site visits-change project approval	Assemble <i>Standard # 1</i>
4	10/3/11	No class – site visits-change project approval	Assemble <i>Standard # 2</i>
5	10/10/11	Read around = share 1st 30% of portfolio	Begin change project
6	10/17/11	No class – voluntary appointments	Assemble <i>Standard # 3</i>
7	10/24/11	No class – voluntary appointments	Assemble <i>Standard # 4</i>
8	10/31/11	No class – mandatory appointments	Assemble <i>Standard # 5</i>
9	11/7/11	No class – mandatory appointments	Assemble <i>Standard # 6</i>
10	11/14/11	Read around – peer evaluation (portfolio)	Revise/finish portfolio
11	11/28/11	Comprehensive Examination	Finish change project
12	12/5/11	No class – site supervisor/instructor/candidate eval.	
(13)	(12/12/11)	(No class – site supervisor/instructor/candidate eval.)	