

**California State University,
FRESNO**

**Educational Leadership and
Administration Program**

**Candidate Portfolio for
Administrative Field Experience/
Administrative Internship
and Signature Assignments**

Revised November 2010

Name _____ Date _____

CALIFORNIA STATE UNIVERSITY, FRESNO
Educational Leadership and Administration Program

CANDIDATE PORTFOLIO

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THE CANDIDATE PORTFOLIO

The Candidate Portfolio is meant as an organized file where you will keep a record of your signature assignments, your fieldwork activities, and if an administrative intern, a record of your intern activities. The candidate should obtain a binder of sufficient size (1 ½ inch) to keep all necessary records during the entire program.

The concept of signature assignments essentially means those assignments that are required of candidates and used for candidate and/or program assessment. That is, these assignments, many of which are fieldwork based and embedded in coursework, are considered as key learnings and are assessed periodically by the program to ensure candidate competency and to refine the program design and delivery. The signature assignments should be kept in this binder and considered as a portfolio of essential learnings for the candidate. The binder should be available at all times for the instructor of each course, for the University Supervisor, and for the Supervising Administrator in the district.

ORGANIZATION OF THE PORTFOLIO

The portfolio should be organized in accordance with the checklist of activities found later in this guide. The candidate should consider organizing the portfolio into sections where specific signature activities can be easily located.

CONCEPT OF FIELD EXPERIENCE

Many of the signature assignments are completed through course-embedded fieldwork experiences. Nationwide, the field experience has been found to be extremely valuable to the professional development of individuals in administrative positions. The experience should be viewed by candidates as an opportunity to see and experience firsthand how administrators function, how schools, district offices, county offices, or colleges operate, and how administrators apply theory found in university classrooms to situations occurring on the job. The competencies in this handbook are derived from the California Professional Standards for Educational Leaders (CPSELs), which are used to guide and evaluate the work of practicing school administrators.

The field experience was developed to establish a bond between theory and practice. The program is designed not only to provide a training situation but also to provide participating schools, districts, or colleges with professional assistance. In addition, the university anticipates that strong partnerships among candidates, district administrators, school faculties, and the university faculty will develop as a result of the field experience.

While there is value in performing routine administrative duties, too many repetitive tasks do not constitute a meaningful learning program. The candidate is expected to carry real responsibilities under the direct supervision of a selected Supervising Administrator (often the site supervisor). Today's school administrators need to be effective, competent school managers and leaders: field experiences should provide supervised opportunities in both leadership and management. The more time spent and the more varied opportunities in the field experience the

more valuable the experience will be for the candidate. CTC standard 7 sets the expectation for fieldwork experiences: *“Authentic and significant field experiences addressing a variety of school levels, settings and a wide range of the typical responsibilities of a full-time administrator are required for each candidate, including field experiences, with at least one experience at a site with a diverse school population.”*

This handbook is intended to serve as a planning guide and university record for those participating in fieldwork at the school site. It is also intended for those candidates assigned to an administrative position who have not completed all coursework in the Educational Leadership and Administration Program, thus participating in an Administrative Internship. See the section below if you are an Administrative Intern.

ADMINISTRATIVE INTERNS

For those candidates who have been assigned to an administrative position before completing all of the requirements of the Preliminary Administrative Services Credential, the Administrative Internship Credential must be applied for and in effect until the candidate completes all requirements and has received the preliminary credential. Administrative interns need a much more intensive level of support than those participating in administrative fieldwork and may have specific job responsibilities that may not necessarily be covered in this handbook. Therefore, this handbook serves as a guide for the administrative intern, the supervising administrator, and the university supervisor, with the understanding that some modification may be made to best meet the needs of the candidate. This handbook is used as a basis for developing a plan of professional growth, ensuring that the administrative intern takes part in a wide variety of activities with opportunity to demonstrate knowledge and skill proficiency needed by current administrators. With regard to Administrative Interns, Standard 7 clearly states the expectations: *“The definition of “field experiences” includes, but is not limited to, the responsibilities of the internship assignment. An assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences. Specific supplementary administrative experiences are assigned to interns on the basis of the assessment.”*

Descriptions of Practice. WestEd (2003), in the publication, *Moving Leadership Standards Into Everyday Work*, has developed descriptions of practice of the California Professional Standards for Educational Leaders (CPSELs). The University Supervisor will provide a copy of the descriptions of practice to candidates for their review during the fieldwork or intern experience. The descriptions of practice are much more complete than the indicators used in this handbook and are used during and at the completion of the Preliminary Administrative Credential Program to assess the candidate’s performance in all areas.

Roles and Responsibilities

A meaningful field experience depends upon the Supervising Administrator, the University Supervisor, and the Candidate. This section delineates responsibilities of each.

The Supervising Administrator

After the acceptance of the field experience Candidate and of the responsibilities for supervision, the Supervising Administrator should provide leadership for the induction of the Candidate. An important first step is to see that the field experience is fully understood by all appropriate constituencies, auxiliary personnel, or candidates (where applicable). The Supervising Administrator will serve as a model and mentor, demonstrating effective leadership and management behaviors, and creating a climate which will make success possible for the Candidate. Frequent conferences should be held with the Candidate to determine the activities which have been accomplished and to project plans for future experiences.

The cooperating Supervising Administrator gives support and guidance and provides opportunities for the Student to gain experiences which will enhance the quality of the field experience. This person is the district's representative, an "extension" of the university, and a member of a team endeavoring to make the field experience a valuable part of administrator preparation.

A final assessment will be made by the Supervising Administrator and discussed with the Candidate. This report will be given to the University Supervisor and retained on file as part of the university accreditation file.

The University Supervisor

The relationship of the Candidate, the Supervising Administrator, and University Supervisor must be one of mutual respect, supportive cooperation and open communication. The quality of the field experience depends upon this constructive interaction.

The University Supervisor is the agent who shares responsibility for the kinds of experiences necessary for the Candidate to "learn by doing." The final responsibility of evaluation must necessarily be assumed by the University Supervisor, but accomplished in cooperation with the Supervising Administrator as well as the Candidate.

To accomplish these aims the University Supervisor will do the following:

1. Examine and approve the field experience or internship.
2. Visit the site and finalize a formal field experience agreement.
3. Make systematic visitations for the purpose of observation, consultation, and instruction.
4. Receive and evaluate periodic reports, reflections, and logs from the Candidate.
5. Conduct seminars for the Candidates as deemed necessary by the faculty member.
6. Consult with the Supervising Administrator, evaluate the various experiences, and assess the total field experience in terms of objectives for education administrator preparation.

The Candidate

Since acceptance of responsibility is a significant factor in success with administrative assignments, the Candidate will be expected to assume and carry out in a professional manner all required steps in the field experience program. The major requirements follow:

1. Become fully acquainted with this handbook.
2. Complete and submit all forms as required in the program or that may be requested during the span of the field experience.
3. Attend those seminars or meetings for Candidates that may be scheduled by the University Supervisor.
4. Keep a daily log of field experiences and submit a summary report to the University Supervisor at the end of each grading period. The log should be a sequential record of the major activities and experiences undertaken. The Candidate is to prepare the final report with substantiating evidence of accomplishment. (Administrative Interns are not responsible for keeping a log of all activities. However, they must submit the final report explained in number 5 below to the University Supervisor.)
5. Present a final analytical and documented report on pages 33 to 39 at the conclusion of the semester indicating the significance of the various experiences. This report should analyze the experiences in terms contributing to growth and preparation for future administrative roles.
6. Turn in the completed copy of this handbook at the close of the semester.

The Candidate need not expect to be reminded that a step in the procedure or report is due.

Joint Responsibilities

In addition to separate responsibilities, the three individuals involved in the field experience have some joint activities. In order to carry out these responsibilities, both formal and informal communication should occur as the following suggests:

1. Initial contact with the Supervising Administrator at the beginning of coursework.
2. Maintain adequate and regular communication between the Candidate, Supervising Administrator and the University Supervisor.
3. Conduct at least three separate formal conferences between the Candidate and the University Supervisor (initial, mid-program, final assessment).
4. Maintain periodic two-way conferences between the Supervising Administrator and University Supervisor.
5. The candidate should also maintain ongoing and adequate communication with the instructor of the course in which a particular signature assignment/fieldwork experience takes place.

California State University, Fresno
Educational Leadership and Administration Program

ADMINISTRATIVE FIELD EXPERIENCE AGREEMENT

Name of Student/Candidate _____

Student's present position/title _____

Candidate's school or work site _____

Candidate's work telephone _____ home telephone _____

Candidate's email address _____

School or work site address _____

Name of Supervising Administrator _____

Supervising Administrator's position/title _____

Name of University Supervisor _____

Date of beginning of program _____

Date of ending of program _____

I understand the commitment and my responsibility pertaining to each of the below elements of the field experience program:

Candidate's Signature: _____ Date _____

I have reviewed the requirements for the administrative field experience and will cooperate in helping the candidate meet these requirements.

Supervising
Administrator's Signature _____ Date _____

California State University, Fresno
ADMINISTRATIVE FIELD EXPERIENCE
APPROVAL FORM

To: Educational Leadership and Administration Program

(Name of candidate) _____ is seeking APPROVAL for fieldwork in Educational Leadership and Administration in/at _____ School/Program.

NOTE TO RESPONDENT: This recommendation is not confidential and is open to access by the student concerned. This is in accordance with the Family Educational Rights and Privacy Act of 1974. I understand that this completed recommendation will be used solely for academic planning purposes.

Signature _____ Date _____

1. TEACHING EXPERIENCE

As of this date, this staff member/candidate has completed _____ years of public school teaching experience.

2. APPROVAL TO TAKE FIELD WORK:

This staff member has my approval to complete fieldwork requirements in the school or program I administer (Please check all that apply):

- Regular experiences
- Shadowing
- Multicultural Experience
- Elementary
- Middle School
- High School

Supervising Administrator's Signature _____

School's Location _____

SIGNATURE ACTIVITIES AND FIELDWORK EXPERIENCES*

***Please place assignments in this order and check when included. Turn in to and meet with your faculty advisor (university supervisor) at the end of each semester for review and feedback.**

EAD 261 Introduction to Educational Administration

- _____ Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question (261 Signature Assignment 1)
- _____ Write to a prompt regarding equitable access to education (261 Signature Assignment 2)
- _____ Develop a profile of their school from various data sources (261 Signature Assignment 3)
- _____ Design a solution to a case study involving special needs students and students discipline issues (261 Signature Assignment 4)
- _____ Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students (261 Signature Assignment 5)

EAD 272 Seminar in Advanced Curriculum Development and Evaluation

- _____ Create an academic scrapbook for one grade level of English Language Arts Content Standards (272 Signature Assignment 1)
- _____ Perform a classroom learning walk to gather data about curriculum and instruction at the site (272 Signature Assignment 2 and Embedded Fieldwork Assignment 2)
- _____ Organize a formative assessment profile for a given school site (272 Signature Assignment 3)
- _____ Interview a site leader interview regarding guaranteed and viable curriculum (272 Embedded Fieldwork Assignment 1)
- _____ Design a faculty in-service (272 Embedded Fieldwork Assignment 3)

EAD 262 Educational Leadership

- _____ Gather data on personal leadership characteristics using a 360-Degree Feedback process (262 Signature Assignment 1a)
- _____ Write a reflection paper on the results of the personal assessment (262 Signature Assignment 1b)
- _____ Develop a personal vision statement (262 Signature Assignment 2)
- _____ Utilize a 12-step decision-making process for a school reform (262 Signature Assignment 3a)
- _____ Develop a plan for the implementation of the reform for 3a (Signature Assignment 3b)

ERA 288 Measurement and Program Evaluation

- _____ Review student achievement data websites and compare the achievement of the candidate's school to two other schools (288 Signature Assignment 1)
- _____ Write a description of a program to be evaluated, including key stakeholders, and evaluation questions (288 Signature Assignment 2)
- _____ Write a critique of an assessment instrument that is used in schools (288 Signature Assignment 3)
- _____ Prepare a program evaluation and present to the class (288 Signature Assignment 4)

EAD 274 Instructional Systems and Leadership for Equity

- _____ Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps (274 Signature Assignment 1)
- _____ Conduct an equity audit utilizing data from the school site (274 Signature Assignment 2)
- _____ Shadow a student from a selected group (274 Signature Assignment 3)
- _____ Complete a snapshot update for each seminar (274 Signature Assignment 4)

EAD 263 Seminar in Instructional Supervision

- _____ Perform a clinical supervision exercise with a teacher (263 Embedded Fieldwork Assignment 1)
- _____ Perform classroom walkthroughs (263 Embedded Fieldwork Assignment 2a)
- _____ Write a structured reflection from the walkthroughs (263 Embedded Fieldwork Assignment 2b)
- _____ Develop a focused professional development plan (263 Signature Assignment 1)

EAD 269 Site-Based Leadership

- _____ Attend a Board of Education meeting and an English Learner Advisory Council Meeting (269 Embedded Fieldwork Assignment 1)
- _____ Interview a site leader regarding the suspension process (269 Embedded Fieldwork Assignment 2)
- _____ Complete a budget template for the school site (269 Embedded Fieldwork Assignment 3)
- _____ Participate in an interview simulation for an entry-level administration position (269 Embedded Fieldwork Assignment 4)

Faculty Advisor (University Supervisor) Review and Feedback
(use additional sheets for comments as necessary)

Faculty Advisor Signature (Semester 1)

Date

Notes to the candidate: _____

Faculty Advisor Signature (Semester 2)

Date

Notes to the candidate: _____

Faculty Advisor Signature (Semester 3)

Date

Notes to the candidate: _____

Faculty Advisor Signature (Semester 4)

Date

Notes to the candidate: _____

**California State University, Fresno
ADMINISTRATIVE FIELD EXPERIENCE
COMPLETION FORM**

To: Educational Leadership and Administration Program

(Name of candidate)_____ has satisfactorily completed all required fieldwork assignments of the Educational Leadership and Administration Program in/at_____ School/Program.

(Per Standard 9 of the California Commission for Teacher Credentialing, "*Satisfactory performance is defined as achieving competence as expected for entry-level administrators.*")

NOTE TO RESPONDENT: This recommendation is not confidential and is open to access by the student concerned. This is in accordance with the Family Educational Rights and Privacy Act of 1974. I understand that this completed form will be used solely for academic planning purposes.

Signature_____ Date _____

School and/or location _____

Portfolio Review

The candidate presents the completed portfolio (with all embedded fieldwork and signature assignment, including internship activities if the candidate has been named to an internship) to the district mentor and the university supervisor, who together make a final determination if the candidate meets the standard of “practice that meets the standard” of a beginning school administrator. The “practice that meets the standard” is clarified in the Descriptions of Practice published by WestEd (2003) and is used to verify the level of practice.

The candidate _____ has (circle one) **passed / not passed** the portfolio review of all embedded fieldwork and signature assignments at a level of “Practice that Meets the Standard” of a beginning administrator.

Comments _____

(Please use additional sheets for comments as necessary)

District Mentor

University Supervisor

Date

The candidate is hereby notified that if it is determined that she/he does not pass at a level of “Practice that Meets the Standard”, she/he may appeal the decision to the Program Coordinator who will convene a council of three faculty members to review the decision. If the council does not overturn the decision, the candidate may appeal to the Department Chair of the Educational Research and Administration Department, who will confer with faculty and administration and yield a final decision.

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