

**California State University, Fresno – Educational Leadership and Administration Program**  
**Clear Administrative Services Credential Program Assessment**  
**Program Summary**  
*Revised February 18, 2014*

**Program Design**

California State University, Fresno is one of twenty-three universities in the California State University system. Fresno State has a strong history of service and preparation of education professionals, celebrating 100 years in 2011. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs. The Clear Administrative Services credential program at Fresno State exists within the Educational Leadership and Administration Program in the Department of Educational Research and Administration in collaboration with the Doctoral Program in Educational Leadership at Fresno State. Both programs are part of the Kremen School of Education and Human Development.

The Clear Administrative Services Credential was designed to complement the emphasis on instructional leadership in conjunction with administrative skills to manage and lead schools developed during preparation for a Preliminary Administrative Services Credential. Ideally, the candidate would enter the Clear Credential program immediately upon being contracted for an administrative position. The program design takes the candidate on a planned journey of self-reflection (assessments and development of the induction plan) to a series of courses that are designed to provide the candidate with the necessary managerial and leadership skills within the content areas of transformational leadership, legal aspects, school finance, personnel relations, and managing interpersonal relationships and conflict resolution. A final course allows the candidate to develop a professional development plan for the next phase of her/his career.

However, in light of the dwindling number of candidates taking coursework in the Clear Credential program due to state funding provided to candidates to pay for the Clear Credential, leadership and faculty of the Educational Leadership and Administration Program decided to temporarily postpone offering the regular program and commenced offering the Clear Credential Program solely through the Doctoral Program in Educational Leadership at Fresno State (DPELFS). When state funding is no longer offered for candidates to pay for the Clear Credential requirements through ACSA and county offices of education, the regular program will resume.

For the regular program, the candidate participates in a pre-assessment of skills, knowledge, and performance included in the California Professional Standards for Educational Leaders (CPSELs). The candidate's district mentor, the university mentor, and the candidate collaborate on the assessment and the development of a induction plan to meet the mentoring and professional development needs of the candidate. The candidate receives focused coaching and mentoring from the district and university mentors based on the induction plan. The candidate completes a series of courses focused on transforming schools, legal aspects of education, personnel relations, and interpersonal relations. Equivalent coursework may be substituted and is reviewed and approved by the district mentor, the university mentor, and the program coordinator. Currently, all candidates completing the Clear Credential Program are doing so

through doctoral substitution courses and embedded fieldwork in the Doctoral Program in Educational Leadership at Fresno State; a WASC accredited doctoral program and participant in the prestigious national study of Education Doctorates by the Carnegie Foundation. The instructor for each designated embedded fieldwork course supervises the candidate's program specific fieldwork in collaboration with the fieldwork client/administrator. Organizationally, this program is responsible to the Dean of the Kremen School of Education and Human Development at California State University, Fresno, administered by a director, and taught by Fresno State interdisciplinary faculty including the coordinator and all P-12 faculty in the Educational Leadership and Administration Program.

Multiple approaches are used to collect stakeholder input. The Educational Leadership and Administration Program convenes a Superintendent's Advisory Council composed of approximately 25 local superintendents who collaborate actively with the Program in all three credential options: Preliminary, Administrative Internship, and Clear. The county offices of education in the university's six-county service area are also active collaborators in program planning, activities and evaluation. Employers provide input through an Employer Survey regarding our candidates. Annual student assessment meetings are held with all faculty to discuss candidates strengths and areas for growth and development, and feedback is then provided to students in a written letter. Fieldwork clients provide an evaluation of the services candidates provide, the quality of the work, and suggestions and recommendations for improvement. Candidates provide program input through course evaluations and townhall meetings.

### **Course of Study (Curriculum and Field Experience)**

The Clear Administrative Services Credential program complements the Preliminary Administrative Services Credential program operated by the Educational Leadership and Administration Program within the Kremen School of Education and Human Development. There are clear lines of authority, coordination, and collaboration established between faculty, administration, and staff.

The Clear Administrative Services Credential Program incorporates content that complements the Preliminary Administrative Services Credential Program and seeks to further develop the candidate by:

- Working with the candidate's existing vision and converting it to a truly transformational vision that changes existing educational structures and policies -- moving to a more student and community-centered approach that is conducive to deeper student learning through enhanced leadership skills.
- Developing a deeper understanding of the management of school operations, finances, legal issues, and personnel policies and decisions, so that the learning environment for students and staff is safe, efficient, and overall effectiveness is maximized.
- Refining the candidate's skills in interpersonal relations so that collaboration with staff, families, and the community within the larger political, social, economic, legal, and cultural context is managed effectively.
- Enhancing the candidate's personal code of ethics and leadership capacity to develop self and others.

The table represents the regular clear credential courses with doctoral course substitutions. Doctoral courses emphasize practice through the signature pedagogy of “embedded fieldwork” assuring learning relative to real life educational issues and problems.

Clear Administrative Services Credential Courses: Regular and Doctoral Course Substitutions

Regular Credential Courses	Doctoral Course Substitutions
EAD 278T Transforming Schools	EDL 201 (501) Organizational Theory in Complex Organizations and EDL 202 (502) Educational Reform
EAD 264 Legal Aspects of Education	EDL 280T (580) School Law
EAD 266 School Finance and Business Administration	EDL 280T (580) Resource Management and Fiscal Analysis
EAD 275 Personnel Relations	EDL 280T (580) Human Resource Administration
EAD 278T Interpersonal Relations	EDL 280T (580) Conflict Resolution Education: Theory, Research and Application for Educational Leaders
EAD 279 Advanced Administrative Fieldwork and Mentoring	All doctoral coursework includes extensive fieldwork requirements, thus the fieldwork in each course substitutes for the two sections of EAD 279

**Assessment of Candidates**

Candidate performance on course signature assignments and embedded fieldwork is used to measure candidate learning of intended outcomes. Performance is assessed through signature assignment and embedded fieldwork ratings/scores. Assessments are carefully explained to candidates at the beginning of each course. Candidates receive immediate feedback on all competencies in written and verbal form.

Candidates are also assessed for program competencies through doctoral annual student reviews in which faculty identify each candidates strengths and areas for growth and development, and then the candidate receives this feedback in written form. Additionally, the doctoral program qualifying exam is used to assess candidate competency as a culminating experience.