

**California State University, Fresno
Educational Leadership and Administration Program**

**Field Experience Partnership
Fresno State Preliminary Administrative Services Preparation Program
and
Clovis Unified School District**

Memorandum of Understanding

Fresno State's Preliminary Administrative Services Preparation Program is delivered through a cohort model. All candidates participate in field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major responsibilities authorized by the Preliminary Administrative Services Credential as articulated in the California Administrator Performance Expectations (CAPEs). Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

Field experiences are embedded in coursework to more effectively provide a practice-based curriculum that ties theory to practice, and each candidate's performance is guided, assisted, and evaluated by the University program course instructor and in-the-field administrators – PASC Field Mentors and field experience site administrators. University program course instructors and in-the-field administrators provide complete, accurate, and timely feedback to each candidate, including constructive suggestions for improvement.

Field experiences occur in three primary settings: cohort designated settings, candidates' site settings, and organization settings.

Fresno State program faculty and the administration of the Clovis Unified School District are committed to providing appropriate field experience settings as well as guidance, assistance, and feedback for each required field experience. The Superintendent or Designee supports the selection of PASC Field Mentors.

The Educational Leadership faculty at Fresno State and the administration of the Clovis Unified School District value this partnership in order to support the growth and development of each candidate and to ensure that each candidate builds the knowledge and skills required to be recommended as a qualified candidate for a California Preliminary Administrative Services Credential and to effectively serve students in the Central Valley and state.

MICHAEL CLEAR

Superintendent/Designee


Superintendent/Designee Signature

Dr. Linda Hauser
Fresno State Program Coordinator


Fresno State Program Coordinator Signature

California State University, Fresno
Educational Leadership and Administration Program
Administrative Preparation Program - Preliminary Administrative Services Credential (PASC)
PASC Field Mentor

Purpose:

In a collaborative partnership between Fresno State's Preliminary Administrative Services preparation program and district leadership, the in-the field administrator mentor provides guidance, assistance, and feedback regarding the work of the candidate in the administrative preparation program.

Qualifications:

- Holds an administrative credential
- Currently serves as a principal or has recently served as a principal
- Assignment as a Preliminary Administrative Services Credential (PASC) Mentor is supported by administration of the district/organization

Role of the Field Mentor:

- Provide real world connections of the candidate's program learning to the role of the today's principal.
- Provide context to current issues in the district/organization.
- Enhance candidate learning through mentor's personal experience.
- Ask clarifying and probing questions to deepen candidate learning specific to the focus.
- Provide effective feedback and guidance.

Responsibility of the Candidate:

- Establish a conversation date/time with approved PASC Field Mentor within one week after completion of courses: EAD 272, EAD 263, & EAD 262, and during EAD 269 (final course).
- Engage in a conversation with PASC Field Mentor within one week after the completion of each set of courses (EAD 261 & EAD 272), (EAD 280T & EAD 263), (EAD 274 & EAD 262) and final course (EAD 269), and share key learnings and content knowledge and skills developed as a result of active participation and work completed in the set of courses.
- Produce a written draft **Summary of the Conversation and Reflection** (real world connections, application to the role of the principal, new learning perspectives, prompted to learn more about – need, and feedback and guidance of greatest value and why) and **upload to Blackboard/Showcase** no later than two weeks after the completion of each set of courses (see dates designated by EAD 280T, EAD 274 & EAD 269 instructors for draft upload).
- Read cohort colleague insights and reflections and comment on at least three cohort members draft Summary of the Conversation and Reflection (see dates designated by EAD 280T, EAD 274 & EAD 269 instructors for posting comments).
- Revise draft based on cohort member comments and upload a **Final Summary of the Conversation and Reflection** to both Pathbrite and the Program Portfolio by the instructor designated date.

Responsibility of the PASC Field Mentor:

- Collaborate with Fresno State preparation program leads. If you have any questions, please contact Dr. Linda Hauser by email (lhauser@csufresno.edu) or phone 559-824-2109.
- Engage in a conversation (in-person, electronically, or by phone) with the candidate at least once a semester and at the end of the final course.
 - Candidate will share key learnings and content knowledge and skills developed as a result of active participation and work in their courses. PASC Field Mentor will guide and assist candidate in deepening knowledge and skill by: (a) providing real world connections of the candidate's course learnings to the role of today's principal, (b) providing context to current issues in the district/organization, (c) enhancing candidate learning through the field mentor's personal experience, (d) asking clarifying and probing questions to deepen candidate learning in the specific focus areas, and (e) providing honest, effective feedback about the candidate's work.