



Program Review Submission for Preliminary Administrative Services Program

1. Program Summary

Program Design

The School Leadership Academy for the Preliminary Administrative Services Credential is a preparation program that includes focused, authentic and interrelated sequence of learning experiences that effectively prepare candidates as instructional leaders in a variety of public, parochial and private schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned to ISLLC, CPSEL and CAPE standards and measured by the California Administrator Performance Assessment (CalAPA). The coursework for EDUC 537, EDUC 549 and EDUC 641 are aligned, respectively, to CalAPA Leadership Cycles 1, 3, and 2. Due to CalAPA requirements, in December 2019, the program removed both summative assessment requirements of the Fieldwork Showcase and School Leadership Study, and elected to keep the Fieldwork Showcase as a cohesive representation of the 15-month experience aligned to CAPE standards for the summative assessment. The School Leadership Academy program provides content and performance expectations within the coursework and fieldwork for the Preliminary Administrative Services Credential in alignment with CalAPA. This credential program consists of rigorous coursework and fieldwork facilitated by USC faculty who have significant experience as teachers and educational leaders. Designed to fit the schedules of working professionals, classes are held online - 2 two-hour interactive classes, in real time, per week. There is approximately 8-10 hours of homework per week. Each semester, students complete two courses and, during two semesters of the program, complete the Fieldwork class requiring 200 hours of fieldwork experiences. Students submit coursework through Brightspace/Desire2Learn, and communicate with administrators through Brightspace/Desire2Learn Credential Document site, email and telephone.

Leadership in the School Leadership Academy is as follows: Kate O'Connor Assistant Dean, Department for Professional Development; Darline Robles, PhD, Faculty Advisor & Associate Dean of Equity and Inclusion; Allison Leggett, EdD, Program Administrator, School Leadership Academy; Celia Ayala, PhD, University Site Supervisor Coordinator; Hasmik Danielian, EdD, University Site Supervisor Coordinator; Mary McNeil, PhD, University Site Supervisor Coordinator.

Course of Study (Curriculum and Field Experience)

The **School Leadership Academy** curriculum challenges candidates to critically examine contemporary issues confronting a variety of school types and contexts. During the 15-month online program, candidates draw from research, practice, and their own experiences as educators and work collaboratively to develop effective and sustainable strategies for school leadership.

The curriculum is aligned to the California Administrators Performance Expectations (CAPE) and is guided by the “Gap Analysis”, an educational psychology problem-solving framework. Courses support candidates’ abilities to master the CAPE standards and demonstrate the effective knowledge, skills, and dispositions to address the challenges and opportunities in leading California’s K-12 schools.

The **School Leadership Academy** is led by experienced and successful school administrators who have significant knowledge and skills not only in leading diverse school settings, but also demonstrating expertise in the California Administrators Performance Expectations (CAPE) areas:

- development and implementation of a shared vision
- instructional leadership
- management and learning environment
- family and community engagement
- ethics and integrity
- external context and policy

Sequence of Coursework: The sequence of coursework is divided into two (2) start times. Fall starts in August and Spring starts in January of each year. While the course content is identical, the sequence varies during the second term, but Term I and Term III have the same course offerings.

<i>Fall Starts</i>	<i>Spring Starts</i>
<p><u>Term I:</u></p> <p>EDUC 533x School Leadership: Theory and Practice Develop foundational knowledge and skills of theories and principles of leadership. Apply those principles to identify and frame authentic problems of practice in elementary and secondary schools.</p> <p>EDUC 537x Leading with the Community and Culture in Context Create a positive culture of learning to promote student success. Learn how to implement strategies to engage diverse communities.</p>	<p><u>Term I:</u></p> <p>EDUC 533x School Leadership: Theory and Practice Develop foundational knowledge and skills of theories and principles of leadership. Apply those principles to identify and frame authentic problems of practice in elementary and secondary schools.</p> <p>EDUC 537x Leading with the Community and Culture in Context Create a positive culture of learning to promote student success. Learn how to implement strategies to engage diverse communities</p>
<p><u>Term II:</u></p> <p>EDUC 548x Data Driven Leadership Analyze, interpret, and use multiple and varied data sources to increase effectiveness of instruction and programs, improve student learning, and reduce or eliminate the achievement gap.</p> <p>EDUC 549x Supervising Instruction for Optimal Learning Apply theories of learning to evaluate curriculum and instruction. Develop methods to appropriate learning opportunities and experiences to improve student achievement and support equitable, quality instruction.</p>	<p><u>Summer Term:</u></p> <p>EDUC 538x Entrepreneurial School Leadership Discover entrepreneurial opportunities in education and develop the skills and knowledge for entrepreneurial leadership to improve educational outcomes through real world examples from leading experts in the field.</p> <p>EDUC 643x Advancing Community Support through Social Media Diversify school and district communication strategies using social media. Address stakeholder needs and interests with</p>

EDUC 648x Apprenticeship in School Administration and Leadership

First semester of supervised **field experience** in administrative areas of K–12 schools. Develop mastery of the California Administrative Performance Expectations (CAPE) through crafted and self-selected projects, students must arrange for an administrator at your school site to serve as your site supervisor for fieldwork. See page 11 for details.

Summer Term:

EDUC 538x Entrepreneurial School Leadership

Discover entrepreneurial opportunities in education and develop the skills and knowledge for entrepreneurial leadership to improve educational outcomes through real world examples from leading experts in the field.

EDUC 643x Advancing Community Support through Social Media

Diversify school and district communication strategies using social media. Address stakeholder needs and interests with specific objectives, strategies, assessment, and accountability measures.

Term III:

EDUC 641x Human Capital and School Organization

Manage, develop, and support the growth of the school's leadership, organization, personnel, facilities and operations. Foster the knowledge and skills required to oversee areas such as budget, grounds, personnel, policy, and legal mandates.

EDUC 649x Apprenticeship in School Administration and Leadership

The second and final semester of supervised **field experience** culminating in the Competency Record and program completion.

specific objectives, strategies, assessment, and accountability measures.

Term II:

EDUC 548x Data Driven Leadership

Analyze, interpret, and use multiple and varied data sources to increase effectiveness of instruction and programs, improve student learning, and reduce or eliminate the achievement gap.

EDUC 549x Supervising Instruction for Optimal Learning

Apply theories of learning to evaluate curriculum and instruction. Develop methods to appropriate learning opportunities and experiences to improve student achievement and support equitable, quality instruction.

EDUC 648x Apprenticeship in School Administration and Leadership

First semester of supervised **field experience** in administrative areas of K–12 schools. Develop mastery of the California Administrative Performance Expectations (CAPE) through crafted and self-selected projects, students must arrange for an administrator at your school site to serve as your site supervisor for fieldwork. See page 11 for details.

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EDUC 641x Human Capital and School Organization

Manage, develop, and support the growth of the school's leadership, organization, personnel, facilities and operations. Foster the knowledge and skills required to oversee areas such as budget, grounds, personnel, policy, and legal mandates.

EDUC 649x Apprenticeship in School Administration and Leadership

The second and final semester of supervised **field experience** culminating in the Competency Record and program completion.

Fieldwork Experience: University Site Supervisor Coordinators meet with their students 4 times a semester as a class and 4 times individually (one-on-one) to discuss expectations for fieldwork. Site Supervisor Coordinators meet with School Site Supervisors two (2) times per a semester: once at the beginning of each term, and once at the end of each term to review expectations for Fieldwork experiences. One-on-one meetings can be scheduled throughout the term as needed. Site Supervisors meet with students and guide 200 hours of fieldwork experiences (100 for EDUC 648x, and 100 for EDUC 649x) over two terms.

Site Selection. Candidates select the site at which they will complete their CalAPA work. However, the selection of the site is subject to review and/or verification by the School Leadership Academy’s Faculty Advisor and the Program Manager if the site is not the site of employment for the candidate OR is a non-traditional K-12 location such as a learning center, educational non-profit, or online setting. If Candidates change school sites while enrolled in the School Leadership Academy, they must complete and submit a new form. The School Leadership Academy approves sites that allow students to complete their Fieldwork Experiences in both EDUC 648x and EDUC 649x.

[Site Agreement](#)

School Site Supervisor. Candidates select their School Site Supervisor who must have a Clear California Administrative Services Credential. If the School Site Supervisor does not have a Clear California Administrative Services Credential, the School Site Supervisor can have a Preliminary Administrative Services Credential with 10 years of Administrative experience.

[Site Supervisor Agreement](#)

Fieldwork Experiences

EDUC 648x Apprenticeship in School Administration and Leadership (Fieldwork Experience 1) 100 hours	EDUC 649x Apprenticeship in School Administration and Leadership (Fieldwork Experience 2) 100 hours
<p>Fieldwork Experience #1: Interview and Shadow Practicing Principal (Complete in EDUC 648x / may count up to 6 hours of Fieldwork) CAPE Alignment: 1C: Implementing the Vision</p>	<p>Fieldwork Experience #1: Analyzing Student Support Services (may count up to 10 hours of Fieldwork) CAPE Alignment: 2B: Promoting Effective Curriculum, Instruction, and Assessment</p>
<p>Fieldwork Experience #2: Instructional Leadership Project (may count up to 20 hours of Fieldwork) CAPE Alignment: 2A: Personal and Professional Learning</p>	<p>Field Experience #2: Management of a Safe and Productive Learning Environment (may count up to 15 hours of Fieldwork) CAPE Alignment: 3A: Operations and Resource Management New administrators know that day-to-day and long-term management.</p>
<p>Fieldwork Experience #3: Leadership for Special Education Services (may count up to 5 hours of Fieldwork) CAPE Alignment: 2B: Promoting Effective Curriculum, Instruction, and Assessment</p>	<p>Fieldwork Experience #3: School Technology (count up to 5 hours of Fieldwork) CAPE Alignment: 3A: Operations and Resource Management</p>

Fieldwork Experience #4: Free Choice (ALL additional fieldwork experiences must total 70 hours) CAPE
 Alignment: Select a CAPE that you have not touched up through either your Fieldwork Experience Log or your Personal Journals.

Fieldwork Experience #4: Conflict and Disciplinary Measures (count up to 10 hours of Fieldwork) CAPE
 Alignment: 3B: Managing Organizational Systems and Human Resources

Assessment of Candidates

Each candidate’s work is reviewed every semester by the instructor of the courses in which embedded CAPE aligned assignments, fieldwork reflections and the Summative Assessment assignment take place. Additional ongoing review takes place by the University Site Supervisor Coordinator. The Faculty Advisor approves the Competency Record at the end of the term. The embedded CAPE aligned assignments; fieldwork reflections and Summative Assessment contain a number of rubrics and criteria lists for candidates to ensure that their work is of the caliber necessary. The instructor utilizes these same criteria and rubrics in assigning grades while providing additional feedback to any candidate who needs to repeat portions or all of any activity.

Prior to recommending each candidate to the CTC for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine, on the basis of thoroughly documented evidence, that each candidate has demonstrated satisfactory performance on the full range of competency standards and performance in CAPE standards. Satisfactory performance is defined as achieving the competence expected for entry-level administrators. During the program, candidates are guided and coached on their performance in relation to the standards of candidate competence and performance using formative assessment processes. Verification of candidate competence is provided by a representative of the program sponsor and at least one field/clinical supervisor.

1.1.1 Table depicting location, delivery models, and pathways

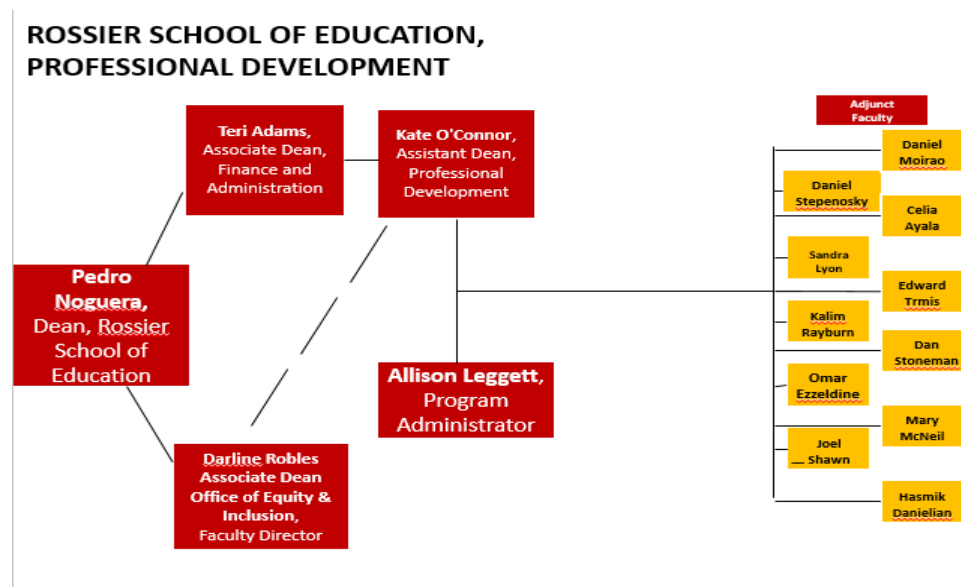
Location	Delivery Model	Pathway
Fully Online program, based at USC Rossier School of Education	Online	Traditional Fieldwork for Preliminary Administrative Services Credential

2. Organizational Structure

The link below provides an **organizational chart** showing how the school and program leadership is organized within the Rossier School of Education (slides 1-14). The Organizational Structure for the Office of Professional Development is below. The Dean of the Rossier School of Education has the final responsibility for all decision-making. He is supported by an Executive Council with representatives from Finance, Research and Faculty Affairs, Faculty Council, Equity and Inclusion, Academic Programs and Communications. Each of these areas has an organizational chain to define decision-making and governance.

Required Exhibit:

2.1 Organizational Chart/Graphic : [RSOE Organizational Chart](#)



3. Faculty Qualifications

Currently, The Office of Professional Development, which oversees the Preliminary Administrative Credential is made up of 11 Adjunct professors. Below is an annotated chart which provides their names, vitaes and the syllabi for the classes they teach.

Required Exhibits and links:

3.1 Faculty Distribution Table

Numbers of Faculty	Status
11	Adjunct

3.2 Annotated Faculty List with links to Faculty Vitae and Syllabi

Name	Degree	Status	Course # /Link to syllabus	Course Title	Link to CV
Mary McNeil	PhD	Adjunct	EDUC 537x	Leading with the Community and Culture in Context	Link
Mary McNeil	PhD	Adjunct	EDUC 648x	Apprenticeship in School Administration and Leadership	Link
Daniel Moirao	EdD	Adjunct	EDUC 641x	Leading with Human Capital Within the Organization	Link
Kalim Rayburn	EdD	Adjunct	EDUC 548x	Data Driven Leadership for Schools	Link
Kalim Rayburn	EdD	Adjunct	EDUC 548x	Data Driven Leadership for Schools	Link
Joel Shawn	EdD	Adjunct	EDUC 533x	Leadership: Theory and Practice	Link
Omar Ezzeldine	EdD	Adjunct	EDUC 549x	Supervising Instruction to Optimize Learning	Link
Sandra Lyon	EdD	Adjunct	EDUC 549x	Supervising Instruction to Optimize Learning	Link
Celia Ayala	PhD	Adjunct	EDUC 648x	Apprenticeship in School Administration and Leadership	Link
Celia Ayala	PhD	Adjunct	EDUC 649x	Apprenticeship in School Administration and Leadership	Link

Hasmik Danielian	EdD	Adjunct	EDUC 649x	Apprenticeship in School Administration and Leadership	Link
Daniel Stepenosky	EdD	Adjunct	EDUC 641x	Leading with Human Capital Within the Organization	Link
Daniel Stoneman	PhD	Adjunct	EDUC 538x	Entrepreneurial School Leadership	Link
Edward Trimis	EdD	Adjunct	EDUC 643x	Advancing Community Support Through Social Media	Link

3.3 Published Adjunct Experience and Qualifications Requirements

[School Leadership Job Description](#)

3.4 Faculty Recruitment Documents NOT APPLICABLE -No full-time faculty, No part-time faculty and No vacancies

4. Course Sequence

The School Leadership Academy is a non-degree, Professional Development preparatory program that prepares students for the preliminary administrative services credential or certificate of eligibility. Completion of the program earns students 35.5 Continuing Education Units (CEUs). A minimum of 200 hours of supervised apprenticeship experience is required at completion of EDUC 648x and 649x (approximately 100 hours per course). The competencies themselves account for 70 -75 hours per course, however individual students' submissions may require additional hours. At the end of the program, the total course can be 400 – 600 hours. The School Leadership Academy program provides students 35.5 CEUs to guarantee the course hours are met based on the Carnegie learning unit for CEUs: 1 CEU is equal to 10 hours of learning time.

Required Exhibits/Link:

4.1 Published course sequence from Course Catalog

<https://rossier.usc.edu/programs/pd/school-leadership-academy-pd/course-schedule/>

5. Course Matrix

5.1 [Preliminary Admin Course Matrix](#)

6. Fieldwork and Clinical Practice

Required Exhibits and links:

6.1 Table denoting number of hours of fieldwork, clinical practice (see below)

The USC Rossier School Leadership Academy is a non-degree, Professional Development preparatory program leading to the CTC recommendation for the preliminary administrative services credential or certificate of eligibility. Apprenticeship experiences are a natural outgrowth of the USC Rossier School Leadership Academy. Each candidate for the preliminary administrative credential in the USC Rossier School Leadership Academy degree will complete 200 hours of apprenticeship in the field work courses EDUC 648x and 649x Apprenticeship in School Administration and Leadership. These courses reflect the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC) as adopted by the Council of Chief State School Officers, the California Commission on Teaching Credentialing (CCTC) standards and the California Administrator Performance Expectations (CAPE). A minimum of 200 hours of supervised apprenticeship experience is required at completion of EDUC 648x and 649x (200 hours over 2 semesters). Meeting the competency requirements in the tailored apprenticeship experiences typically result in exceeding 200 hours of field work.

	Number of Hours of Fieldwork	Course
Fall Start	100 hours	EDUC 648x Apprenticeship in School Administration and Leadership
	100 hours	EDUC 649x Apprenticeship in School Administration and Leadership
Spring Start	100 hours	EDUC 648x Apprenticeship in School Administration and Leadership
	100 hours	EDUC 649x Apprenticeship in School Administration and Leadership

6.2 Signed MOU or Agreement for each placement

[Site Agreement](#)

[Site Supervisor Agreement](#)

6.3 Veteran Practitioner Training Material

[Site Supervisor Handbook](#)

6.4 Documentation of Candidate Placements

[Site Placements](#)

6.5 Clinical Practice Handbook/Manual

[Fieldwork Handbook for Students](#)

6.6 Fieldwork/Clinical Practice Syllabi

[EDUC 648x Course Syllabus](#)

[EDUC 649x Course Syllabus](#)

6.6.1 Clinical Practice Assessment Instruments

[Competency Record](#)

7. Credential Recommendation

Required Exhibits and links:

7.1 Description of process ensuring appropriate recommendation

Application to the School Leadership Academy requires 2 essays on leadership, a letter of recommendation from a recent, supervisory administrator that can speak about the leadership potential of the applicant, the applicant's resume, a copy of the teaching (or other) credential (which confirms meeting Basic Skills) and a 30-minute phone interview with the Faculty Advisor. Upon successful review of the application materials and interview, students are accepted into the program with a minimum of 3.5 years of full-time experience so that by program completion, students will have the minimum 5 years of full-time experience.

Students are required to complete and submit CalAPA Leadership Cycle 1 during Term I (aligned with EDUC 537x), CalAPA Leadership Cycle 3 during Term II (aligned with EDUC 549x) and CalAPA Leadership Cycle 2 during Term III (aligns with EDUC 641x), sequentially. Students complete academic

coursework with a grade of Pass/Not Pass (80% is passing). If at any time during a term student are not making academic progress due to substandard assignments or repeatedly late submissions, intervention by the Program Administrator, Assistant Dean and/or Faculty Advisor is required and students may be put on Academic Watch. The faculty member, administrator and student agree in a written contract to a plan of correction outlining necessary assignment completion by a given deadline. At that time the student's progress and achievements are reassessed. A student may be remanded to a second term on Academic Watch if the Faculty Member and Program Administrator deem sufficient progress is not achieved.

At the successful completion of the academic sequence, the Program Administrator collects students' Transcripts, Verification of Experience letter(s) signed by the school or district's HR Director or HR Assistant (confirming 5 years or more of full time experience), the Credential Recommendation Request (signed by the student, Faculty Advisor and USC Credential Director or Credential Analyst), Summative Assessment (Fieldwork Showcase) and the CAPE-aligned Competency Record for 200 hours fieldwork experience (signed by the student, School Site Supervisor, University Site Supervisor Coordinator, and Faculty Advisor) for submission to the CTC through the USC Rossier Office of Credentialing and Assessment. On the Competency Record, students must have at minimum met Basic requirements from the choice of Basic, Intermediate and Mastery.

7.1.1a Candidate Progress Monitoring Document [Competency Record](#)

[7.1.1b Credential Verification Checklist](#)

Moving toward program improvement in the Preliminary Administrative Services Program

In the area of *Faculty and Administration* an analysis of data from Student *End of Course Surveys* showed that instructors encourage questioning and discussion of course concepts, encourage students to do their best work, are receptive to the expression of diverse viewpoints, experiences, and student needs wherein student grades reflect the quality of work. The Students have access to the School Leadership Academy administration who address individual student concerns on a one-on-one basis. We have a continuous improvement process and address concerns immediately. Classes are taught in the synchronous online environment and are recorded. These recordings help inform and improve instruction and updates of syllabi. With regard to *Curriculum*, CalAPA leadership cycle-aligned curricula augments students' ability to navigate leadership tasks. CAEP standard alignment reinforces student competencies. Consistent review of aggregate data has kept us agile in ensuring course outcomes align with these expectations. Working toward *Course Improvement*, the Preliminary Administrative Services Credential Program is revamping 2 summer courses - EDUC 643 Social Media and EDUC 538 Entrepreneurship, to ensure they are relevant and current. Although the program has minimal CalAPA data from these courses at this point, data collection was begun Summer 2020 and will be used to improve the learning process. In revamping the CalAPA-aligned syllabi, instructors will be trained and updated on new competencies and procedures. Finally, To improve *the verification process* and increase the efficiency for students to obtain their credentials, in August of 2020, the School Leadership Academy designed a School Leadership Portal to support the submission of students' required documents (of the Credential Document number, Credential Recommendation Request, Competency Record, Verification of Experience and Transcripts). All data for each Candidate will be housed in one secure server for confirmation of competencies met.