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2020 – 2021

CSU, Chico Educational

Leadership Program

Handbook

This Program Handbook for the CSU, Chico Educational Leadership Preliminary Administrative Services Credential (PASC) Program is intended to be a guide for the candidate, the site mentor, and the university supervisor.

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¹ CalAPA is the California Administrative Performance Assessment, a state required assessment for the Preliminary Administrative Services Credential.

Introduction

[The School of Education](#) offers a post baccalaureate program leading to the California Preliminary Administrative Services Credential (PASC) for education professionals seeking a career as a public school administrator. Upon receiving this credential a candidate may serve as an **assistant superintendent, principal, assistant principal, supervisor, coordinator, or other equivalent level administrator** in California public schools. The program has been completely updated to meet the California Preliminary Program Standards adopted by the Commission on Teacher Credentialing in 2013 and revised annually.

Educational Leadership-PASC Program candidates join a cohort of peers and colleagues progressing through the program together. Candidates have an opportunity to network with current and future educational leaders. They have developmentally sequenced learning experiences with each of the six California Educational Leadership Domains. The program is presented through four six-unit courses. Instruction and field experiences are organized across ten strands. Site-based field experiences are aligned with each strand. A series of ePortfolio tasks, also aligned with the strands and the California Administrator Performance Expectations, serve as the primary candidate assessments of competence and proficiency.

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Admission to the Educational Leadership-PASC Program

To participate in the Educational Leadership-PASC Program and obtain the California Preliminary Administrative Services Credential one must:

1. Hold a valid California teaching credential, or a services credential with a specialization in pupil personnel, health, or librarian services. Holders of out-of-state credentials, please inquire at the School of Education.
2. Have five years of successful full-time classroom teaching experience in the public schools, or in private schools of equivalent status, or five years of experience in pupil personnel services, health services, or librarian services. This experience must be obtained prior to issuance of the credential.

To apply for admission, access the PASC Program Application at: <http://www.csuchico.edu/soe/advanced/pasc.shtml>

The California Administrator Performance Expectations

Administrative Services Credential programs are framed around California's Professional Standards for Education Leaders (CPSEL). In support of preparing new candidates for school site leadership, the Commission on Teacher Credentialing has identified what administrators should know and be able to do as they begin their initial administrator position. Candidates for a Preliminary Administrative Services Credential are to acquire knowledge defined in the California Administrator Content Expectations (CACE) and demonstrate skills and abilities identified in the California Administrator Performance Expectations (CAPE).

(Adapted from Commission on Teacher Credentialing, 2013, p. 13)

The CAPE is in actuality a set of standards on which candidates for the California Preliminary Administrative Services Credential are assessed. The most recent version of the CAPE was adopted by CTC in 2016. [Access the 2016 CAPE here: https://goo.gl/3NMauc](https://goo.gl/3NMauc). Reading through the CAPE can give one a good sense of the job responsibilities of a school administrator.

PASC Program Courses and Descriptions

The PASC Program is structured through four six-unit courses. Courses have been designed to form a developmental sequence of learning. They are offered only in the order indicated below. In each course candidates engage with each of the six California Educational Leadership Domains that lead to the California Administrator Performance Expectations (CAPE). The PASC Program Coordinator is responsible for the courses. However, K-12 administrators and university faculty work together to teach class sessions.

EDAD 631 Educational Leadership: The Literature (Offered in Summer.)

This course focuses on the theory and foundations of transformational educational leadership and administration. Role expectations of the school administrator as a change agent are explored including promotion of democratic education, development of professional relationships, instructional leadership, and assessment of student learning for continuous improvement.

EDAD 632 Educational Leadership: Current Conditions (Offered in Fall.)

In this second course in Preliminary Administrative Services Credential Program candidates learn and apply analytical processes across the six California Educational Leadership domains to identify current school conditions and needed changes. On-site administrative field experiences are incorporated.

EDAD 633 Educational Leadership: What Schools Can Be (Offered in Spring.)

Continuous improvement requires school leaders to be agents of change. Candidates in the Preliminary Administrative Services Credential Program learn to design, analyze, prioritize, and support school change for the improvement of student learning across the six California Educational Leadership domains. On-site administrative field experiences are incorporated.

EDAD 634 Educational Leadership: The First 100 Days (Offered in Summer.)

Effective school leaders integrate knowledge, interpersonal, and technical skills. This course focuses on planning the processes and steps for the first 100 days of educational leadership to maximize long-term positive impact, especially on improved student learning.

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PASC Program Matrix

Instruction and learning in the PASC Program are organized across ten strands created to address all aspects of the CACE and CAPE. Site-based field experiences are aligned with each strand. Candidates acquire knowledge and practice administrative skills through nine ePortfolio tasks that bridge across the four courses. The tasks of the California Administrator Performance Assessment (CalAPA) have been integrated into the PASC ePortfolio Tasks.

To see the developmental sequence of leadership content and skills PASC candidates study and experience [access the PASC Program Matrix here: https://goo.gl/tkHbzG](https://goo.gl/tkHbzG).

PASC Main Assignments

Three main types of assignments help candidates develop knowledge and skills in educational leadership. Candidate progress is reviewed during and at the end of each course, through progress on ePortfolio Tasks, as well as through supervised field experiences. Professional growth plans are developed and periodically revised.

1. Nine ePortfolio and CalAPA tasks are associated with each of the Chico PASC Program strands. These tasks cross courses to provide experiential practice. Tasks are primarily field based. Task components related to the CalAPA allow candidates to respond to the state required assessment. [Descriptions of PASC ePortfolio and CalAPA Tasks are at this link: https://goo.gl/uGs28E](https://goo.gl/uGs28E).
2. Throughout the program candidates develop guides for the First 100 Days Handbook. An outline for this handbook for the beginning administrator can be found by following the matrix cells of EDAD 634. Handbook components are included as steps in ePortfolio Tasks.
3. Candidates with the assistance of a site mentor and university supervisor draft a PASC Leadership Growth Plan, reflect on their progress and revise the growth plan throughout the program. [A template for the PASC Leadership Growth Plan can be found here: https://goo.gl/c5aUPD](https://goo.gl/c5aUPD)

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The CSU, Chico School of Education aspires to be a recognized leader in preparing professional educators to meet the needs of a diverse society through innovation, collaboration and service.

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Chico PASC Site-Based Field Experience

This document, modeled on a course syllabus, is intended to communicate information about Site-Based Field Experiences for PASC candidates.

Educational Leadership: Site-Based Field Experiences Fall & Spring

Description

The Preliminary Administrative Services Credential Program aligns site-based field experiences with learning experiences in EDAD 632 Educational Leadership: Current Conditions (offered in the fall semester) and EDAD 633 Educational Leadership: What Schools Can Be (offered in the spring semester). Candidates are guided and assisted by a Site Mentor and a University Supervisor.

Purpose of Site-Based Field Experiences

The purpose of field experiences in EDAD 632 is to practice investigating a local school to determine the “what is” of current conditions and operations. With these investigations candidates will begin to identify potential needed changes for school improvement (see chart below).

The purpose of field experiences in EDAD 633 is for candidates to use the knowledge base they developed in the previous PASC courses and previous investigations to develop plans and proposals for improvements to an actual school and in relation to the six California Educational Leadership Domains.

PASC Program Leadership Growth Plan Reflection Inventory

The PASC Program seeks to develop education leaders who can effectively reflect on their own professional and personal accomplishments and growth needs. Each candidate is required to complete growth inventories at least twice during the PASC Program. The first reflection inventory is due in January of EDAD 632. The second inventory is due in April of EDAD 633. This document is designed to assist each candidate in his/her reflection upon his/her progress.

Other documents that may be useful are the *Leadership Connection Rubric: Supporting Equity in the Schools We Need* (Tredway, et al., 2015), *Enacting Greatness: Leadership by Design* (Resourcing Excellence in Education, 2016), and *Moving Leadership Standards Into Everyday Work, 2nd ed.* (Kearney, WestEd, 2015).

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Field Experience Goals Associated with EDAD 632 (Fall)

PASC Domain	CSU, Chico Strand	Strand Goal
1: Visionary Leadership	The Shared Vision	The candidate will understand processes for determining expectations of school communities and draft an initial school vision statement based on core values.
2: Instructional Leadership	The State Curriculum	The candidate will learn about site curriculum audits and analyses by conducting a curriculum audit for one subject area.
	Improving Student Outcomes Through Assessment	The candidate will learn about the California assessment and accountability system and conduct a School Assessment Inventory.
	The Democratic Professional Learning Environment	The candidate will identify recent professional development and learning practices at a school site and determine how these practices contributed to instructional improvement.
3: Management & Learning Environment	The Hidden / Experienced Curriculum (School Climate)	The candidate will design and implement a plan for assessing school climate and the experienced curriculum among students, teachers, staff, and parents at a site of their choice.
	Equity & Adequacy Right Now	The candidate will analyze current funding and resources at a school site under LCFF for equity, and review the effectiveness of the school site LCAP.
	Crisis Management Planning	The candidate will learn about district and school policies and plans for crisis management.
4: Family & Community Engagement	It Takes a Village	The candidate will design a plan for determining community perceptions and desired educational outcomes for a school site of their choice.
5: Ethics & Integrity	The Leadership Growth Plan	The candidate will reflect on progress on their individual growth plan and refine goals as needed.
6: External Context & Policy	The Law and Education	The candidate will learn about progressive discipline and due process for addressing issues of student management.
		The candidate will learn about special education law in the context of determining adequacy of services at a school site.
Administrative Field Experience	Administrative Field Experience	The candidate will successfully complete all field experience assignments associated with EDAD 632.

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Field Experience Goals Associated with EDAD 633 (Spring)

PASC Domain	CSU, Chico Strand	Strand Goal
1: Visionary Leadership	The Shared Vision	The candidate will develop and practice processes for implementing a shared school vision.
2: Instructional Leadership	The State Curriculum	The candidate will design a plan for implementing a specific curriculum improvement, including steps for evaluating the improvement. The candidate will review his or her understanding of curriculum development practices to increase ability to assist teachers.
	Improving Student Outcomes Through Assessment	The candidate will learn about continuous improvement systems that determine student needs and teacher growth needs.
	The Democratic Professional Learning Environment	The candidate will write a plan that shows their understanding of effective teacher supervision.
3: Management & Learning Environment	The Hidden / Experienced Curriculum (School Climate)	The candidate will learn about effective interventions for improving the student school experience.
	Equity & Adequacy Right Now	The candidate will develop a preliminary plan for distributing resources to enhance school improvement recognizing the need that these resources must be applied equitably and to support inclusion.
	Crisis Management Planning	The candidate will develop a preliminary school crisis communications kit detailing internal and external protocols.
4: Family & Community Engagement	It Takes a Village	The candidate will learn about and discuss increasing effective community involvement in the school.
5: Ethics & Integrity	The Leadership Growth Plan	The candidate will reflect on progress on their individual growth plan and refine goals as needed.
6: External Context & Policy	The Law and Education	The candidate will assess effectiveness of planned responses to current authentic regional school legal cases.
		The candidate will choose a special education issue and propose a solution to it.
Administrative Field Experience	Administrative Field Experience	The candidate will successfully complete all field experience assignments associated with EDAD 633.

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Field Experience Information - Three Categories of Experiences

PASC candidates complete three categories of site-based field experiences. They consist of **(1) ePortfolio Tasks**, assigned and completed periodically within the program, aligned to the California Education Leadership Domains and the California Administrator Performance Expectations, **(2) a field experience Transformational Change Project (TCP)** assigned by the site mentor, and the **(3) a Learning for Leadership in Diverse Settings Project**. This handbook contains complete descriptions of each of these tasks and projects, and all elements of the site-based field experience component will be discussed in detail during class sessions. A final document, **The PASC Leadership Growth Plan** will be submitted at the end of 633 to encapsulate all the learning

Field Experience Assignments

Candidates conduct supervised site-based administrative fieldwork under the guidance of a Site Mentor selected by the candidate. **By the end of EDAD 631 each candidate must provide his/her Field Experience Supervisor with the name and title of his/her selected mentor.**

ePortfolio Tasks

The table that follows lists site-based field experiences associated with courses and described in ePortfolio Task descriptions. See the ePortfolio/CalAPA Tasks for additional specific information.

EDAD 632 Aligned Field Experiences at Candidate School	Hours
<ul style="list-style-type: none"> -Investigate, analyze, and report on a current school vision statement. -Conduct a site curriculum audit for one subject. Find the district curriculum implementation processes. -Conduct a school assessment inventory for one subject area or grade level. -Select a school and determine current professional learning initiatives. -Describe the processes for teacher supervision and teacher evaluation at a selected school. -Participate in a teacher goal-setting conference. -Find and use a process to assess current school climate among students, teachers, staff, and parents. -Select a school and look at its current resources, fiscal and otherwise. -Select a school and district and review existing policies and procedures regarding weapons, protests/riots, natural and manmade disasters. -Select a school and community; apply processes for assessing community expectations. -Analyze existing policies including attendance, discipline, suspension, and expulsion policies. -Review existing policies for special education at a school site. 	<p>Approximately 40 total hours. Each listed assignment takes 3 – 4 hours.</p>
EDAD 633 Aligned Field Experiences at Candidate School	
<ul style="list-style-type: none"> -Practice processes for developing a shared vision; consult with stakeholders; describe steps to reinforce or revise a school vision. -Design a plan for implementing curriculum change / improvement, including steps for evaluating the new curriculum. -Identify needed collaborative relationships at a school for implementing a continuous improvement system. -Write your own plan for being an effective supervisor of teachers. -Identify aspects of a school climate program that are working and those that are not; suggest appropriate changes to improve climate. -Develop a preliminary plan for deploying resources. -Develop a preliminary crisis and communications kit detailing internal and external protocols for crisis situations. -Identify practical steps, processes, and activities to disseminate school information, gather input, and involve families and community members. -Develop effective responses to regional school legal issues. -Choose a special education issue or problem. Propose a change that will improve the specific issue or problem. 	<p>Approximately 40 total hours. Each listed assignment takes 3 – 4 hours.</p>

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Field Experience Transformational Change Project (TCP)

Developed In Conjunction with Site Mentor

Each candidate, in cooperation with the site mentor, will identify an authentic, current problem that impacts student learning. Examples include, but are not limited to, teacher evaluation, data informed instruction, constructivism and fidelity to externally developed instruction, student behavior to support learning, or other as approved by the site mentor and university supervisor. The candidate may accomplish this project while serving in roles such as, grade-level or department leader, leading a committee or working with a parent advisory group, serving on a planning team, or planning and implementing a large event at the site, district, or organization level.

Candidates should follow the Inquiry Protocol, to be discussed in class, to thoroughly understand and frame the project. Diagnosing the root cause of the problem will be the primary focus, relying on perspectives of others in the school community, cohort peers as critical colleagues, and the literature discussed in class. Once the problem has been thoroughly defined, describe it and the evidence for it.

After identifying the dilemma, each candidate will shift from a problem-framing mode to a problem-solving mode. Each candidate will develop an action plan for solving the problem including a timeline for successful progress and describe the measures to determine implementation efficacy.

The due date for selecting a TCP will be the Sept. 26th class session. During this session all candidates and all mentors will meet via Zoom as a group to network, discuss the ePortfolio goals, discuss all the identified TCP dilemmas and the Diversity Project (see below), and develop possible next steps.

In January, during EDAD 633, the PASC Supervisor will meet on-site with each Mentor and Mentee to discuss progress towards each ePortfolio goal, the TCP, the PASC Leadership Growth Plan, and the Diversity Project.

In April all candidates and mentors will meet again as a group to network, sign off on the completed TCP, the PASC Leadership Growth Plan, and Diversity Project, and determine each candidate's recommended status for PASC Program completion.

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Learning for Leadership in Diverse Settings (Diversity Project)

One goal of our program is to develop leaders who appreciate and foster understanding of diversity in our democracy. You are required to visit two settings where the population of students, teachers or community is different from your own. This might be accomplished during school calendar breaks in your district. Ethnic diversity, socio-economic status (SES) diversity, and exceptionality all qualify. You are then to reflect on your visit using the following assignment description:

Arrange to visit one school each semester. You may need to be released from regular duties at your current employment in order to visit the diverse site(s). For evidence of your diversity site visits complete the pre- and post-visit reflections, share these with your Site Mentor and University Supervisor, and include them in your portfolio.

Diversity Pre-Visit Reflection format:

1. What are the dimensions of diversity* that should be observed/ studied?
2. What is your personal/professional theory of teaching/learning for diverse student populations?
3. Do any theories hold you in a “straightjacket” of preconception?
4. Discuss the leadership that you believe is needed in diverse settings to improve academic achievement for ALL students.

Diversity Post- Visit Reflection format:

1. How does the field trip affect your views on diversity in education?
2. How has your personal/professional theory changed as a result of your visit?
3. How is your espoused theory the same or different from your “theory in action” of teaching/learning with diverse student populations?

Dimensions of Diversity:

1. Relationship between teacher-student/ student-student
2. Curriculum
3. Instructional Strategies or Methodologies used or needed to improve academic achievement.
4. Cultural Issues of Importance (EL, foster child, gangs, learning -centered family)
5. Democratic (constructivist) Factors
6. Behavioral system (proportionality data)
7. Ask site leader(s) how they maximize achievement for all students including students from all linguistic backgrounds, gender, gender identity and sexual orientation, advanced learners and students with a combination of special instructional needs? Report strategies employed.

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PASC Site-Based Field Experience Triad

In the site-based field experience the PASC candidate is supported by a Site Mentor, often his/her own school principal, and a University Supervisor. These pages explain some of the responsibilities of this learning and support triad of candidate, site mentor, and university supervisor. A Field Experience Timeline is embedded at the end of this section of the Handbook.

Site Mentors

Candidates identify field-based mentors, typically school site administrators, with whom to partner for support, guidance and reflection throughout the program. The mentor confers with the candidate on a regular basis regarding the expectations and assessment of the candidate's work in the program. This relationship is a key element in assuring that candidates begin seeing school and educational issues from the perspective of the Effective, Reflective and Engaged educational leader.

Site Mentor Expectations and Commitment

- 1) Demonstrated effectiveness as an educational leader
- 2) Appropriately credentialed
- 3) Current understanding of the changes within the profession at a national, state, and local level
- 4) Demonstrated knowledge of the Administrative Services Credential Program
- 5) Demonstrated skills in observation and coaching techniques
- 6) Demonstrated expertise in fostering adult learning
- 7) Commitment to provide guidance and feedback to the candidates
- 8) Commitment to delegate administrative responsibilities to candidates
- 9) Commitment to meet with candidates and University supervisors for scheduled three-way conferences
- 10) Commitment to provide written evaluations of candidates
- 11) Commitment to work with the School of Education faculty via orientation sessions, three-way conferences, and on-going communication
- 12) Be willing to attend all triad meetings:
 - a. **September 26 and April 18 (2 hours each)**
 - b. **One on-site triad meeting in January and one in May (TBA - 1 hour each)**

PASC University Supervisor

The PASC University Supervisor works in concert with candidates and site mentors to provide a coordinated, challenging, and supportive program that develops and refines the knowledge, skills and attitudes required for leadership positions in educational administration.

- 1) Communicates the expectations and roles of site mentors both verbally and in writing.
- 2) Facilitates site mentor partnerships as needed.
- 3) Provides opportunities for ongoing communication between university personnel, the site mentor and the candidate.
- 4) Participates in an initial, mid-program review, and exit interviews with PASC candidates and site mentors.
- 5) Organizes and promotes university activities designed to encourage site mentors and candidates to collegially explore leadership issues that positively affect student learning, establishing and maintaining positive school/organizational cultures, and professional collaboration.
- 6) Conducts program assessments based on site mentor and alum feedback, insights and recommendations and uses data for program improvement.

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PASC Program Agreement for Field Experience

The Preliminary Administrative Services Program depends on collaboration among the candidate, the program coordinator, the site mentor, university faculty and staff, and regional school administrators to provide a coordinated, challenging, and supportive program that develops and refines the knowledge, skills and attitudes required for educational leadership and administration.

Candidates identify field-based mentors, typically school site administrators, with whom to partner for support, guidance and reflection throughout the program. The mentor confers with the candidate on a regular basis regarding the expectations and assessment of the candidate's work in the program. This relationship is a key element in assuring that the candidate begins to see school and educational issues from the perspective of the Effective, Reflective and Engaged educational leader.

Site Mentor Expectations:

1. Demonstrated effectiveness as an educational leader
2. Holds an Administrative Services Credential
3. Understands current issues within the profession at national, state, and local levels
4. Demonstrated knowledge of the Preliminary Administrative Services Credential Program
5. Demonstrated skills in observation and coaching techniques
6. Demonstrated expertise in fostering adult learning

Site Mentor Commitment:

1. Commitment to provide guidance and feedback to the candidates
2. Commitment to delegate administrative responsibilities to candidates
3. Commits to attending all a minimum of three Triad (Mentee, Mentor, Supervisor) meetings
 - a. **September 26 and April 18 (2 hours each)**
 - b. **One on-site triad meeting in January and one in May (TBA - 1 hour each)**
4. Commitment to provide written evaluations of candidates
5. Commitment to work with the School of Education faculty via orientation sessions, three-way conferences, and on-going communication.

Site Mentors are recognized and rewarded by:

1. Being special guests at topical meetings,
2. Providing professional insights and recommendations regarding the PASC Program improvements,
3. Being special guests at University conferences and convocations,
4. Being asked to provide guest lectures/presentations for CSU students, staff, and members of the Educational Leadership Network.

Site Mentors are supported in efforts to guide and assist candidates by University PASC Supervisors.

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PASC University Supervisor Roles and Responsibilities:

The Preliminary Administrative Services Program assigns a PASC University Supervisor to guide and support the candidate and the site mentor, and to serve as a liaison with the University. The PASC University Supervisor's responsibilities are as follows:

1. Communicates the expectations and roles of site mentors both verbally and in writing.
2. Facilitates partnerships between candidates and site mentors.
3. Commits to attending all a minimum of three Triad (Mentee, Mentor, Supervisor) meetings
 - a. **September 26 and April 18 (2 hours each)**
 - b. **One on-site triad meeting in January and one in May (TBA - 1 hour each)**
4. Participates in candidate evaluation.
5. Promotes university activities designed to encourage site mentors, candidates and faculty to collegially explore leadership issues that positively affect student learning, establishing and maintaining positive school/organizational cultures, and professional collaboration.
6. Participates in program assessments based on site mentor and alum feedback, insights and recommendations and uses data for program improvement.

Signatures below indicate agreement to participate in stated roles.

Candidate Name Printed _____ School _____

Candidate Signature _____ Date _____

Site Mentor Name Printed _____

Site Mentor Signature _____ Date _____

University Supervisor Signature _____ Date _____

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Field Experience Timeline (dates subject to change):

Date	Assignment	Evidence of completion	Location
July 28	<ul style="list-style-type: none"> Identify Site Mentor 	<ul style="list-style-type: none"> Name and Title of Mentor to PASC Supervisor 	N/A
September 26	<ul style="list-style-type: none"> Present TCP idea to PASC Cohort Triad sign agreement 	<ul style="list-style-type: none"> Draft of Proposal Signed Agreement 	Via Zoom
January (TBD)	<ul style="list-style-type: none"> On-site Triad meeting to discuss Leadership Growth Plan Discuss TCP progress and Diversity Project ideas 	<ul style="list-style-type: none"> Mid-Program Review Evaluation Form First Draft of Leadership Growth Plan Draft of Diversity Project 	Various Sites
April	<ul style="list-style-type: none"> Present TCP to PASC cohort Discuss and sign PGP 	<ul style="list-style-type: none"> Leadership Growth Plan – Final/Signed TCP 	TBD
May (TBD)	<ul style="list-style-type: none"> On-site Triad meeting to discuss Leadership Growth Plan 	<ul style="list-style-type: none"> Field Exp. Exit Evaluation 	Various Sites
On-going	Domain Goals and ePortfolio tasks	Assignment submission via Bb	Blackboard

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Preliminary Administrative Services Credential

MID-PROGRAM REVIEW EVALUATION FORM

Credential Candidate: _____ Date: _____

The following questions will be asked during the interview.

1. What have you accomplished on your Professional Growth Plan?
2. What areas do you feel are your strengths?
3. What areas will be the focus of future growth?

Comments: Briefly summarize candidate responses and interviewer input.

Candidate: _____

Site Mentor: _____

University Supervisor: _____

Date: _____

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Preliminary Administrative Services Credential

MID-PROGRAM REVIEW EVALUATION FORM

1. Describe what you have accomplished related to the goals you set at the beginning of the program.
2. Describe any major school project you have been involved in and your role in that project.
3. What obstacles / challenges have you encountered in reaching those goals / projects?
4. What skills and strategies did you use to overcome those obstacles / challenges?

Recommendation: Based on the progress in field-embedded course work and portfolio, advancement is:

recommended conditionally recommended not recommended

Candidate: _____

Site Mentor: _____

University Supervisor: _____

Date: _____

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Preliminary Administrative Services Credential

UNIVERSITY SUPERVISOR CHECK SHEET

Semester: _____ Year: _____

Supervisor Name: _____

Candidate Name: _____

Site Mentor: _____

School: _____

(Please check and attach documentation of the following for the candidate's file)

Meetings / Observations:

3 Completed Meeting Summary Forms:

- Program Agreement for Field Experience
- Mid-Program Review Evaluation Form
- Field Experience Exit Evaluation Form

- ePortfolio Evaluation
- PASC Leadership Growth Plan
- Any Observation forms completed by Mentor

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ePORTFOLIO EVALUATION

Candidate _____

Date _____

 Program Representative/ University Supervisor

 Site Mentor

Not Proficient	Developing	Proficient	Exemplary
○	○	○	○
<p>One or more categories are not represented. Some reflections are missing.</p>	<p>All categories exist. Relevant documentation is included for each category. Reflections exist in each category.</p>	<p>All categories contain thoughtful documentation. Reflections for each item are well-written, address administrative issues, and show connections to categories.</p>	<p>Documentation relates to administrative activities and the category; is clear and specific and is chosen to show the connection to performance indicators of the standard. Reflections for each item are well written, show depth and make meaningful connections to categories and performance indicators.</p>
<p>Comments</p>			

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