

EDUCATIONAL LEADERSHIP PROGRAM: ADMINISTRATION

The Commission on Teacher Credentialing has mandated a two-step process for obtaining an Administrative Services Credential: a Preliminary (Tier I) phase and a Clear (Tier II) phase. Completion of the SOE program in Educational Leadership allows the candidate to be recommended for a Preliminary Administrative Services credential. A Master's Degree in Educational Administration can also be obtained by completing an additional semester of coursework after the completion of the Preliminary Administrative Services Credential (Tier I) coursework.

The SOE no longer offers a coursework route to the Clear credential as a number of low-cost alternative routes to the credential have recently been created that allow a candidate to clear the Tier I by working through employing districts, professional organizations, in-service training, and/or examination.

The Education Leadership Program (ELP) also offers a Doctorate of Education (Ed.D.) in Educational Leadership. The Ed.D. Program accepts professionals from a variety of fields who have completed a master's degree or the equivalent and have three years experience as a professional in their field. Applicants who are not interested in K–12 school administration are also encouraged to apply.

Note: that acceptance into any SOE graduate degree program requires a separate application and acceptance process from the credential and certification programs.

Mission Statement

The mission of the Saint Mary's College Educational Leadership Program is to prepare highly qualified educators to meet the challenges and opportunities for education in our rapidly changing society and enable them to provide enlightened and competent leadership in the 21st century.

Graduates of the Educational Leadership Program emerge as competent professionals and are able to act as agents for change in their communities.

The Educational Leadership Program trains administrators who will:

- Provide Leadership to schools and school systems marked by the participation and collaboration of the professional staff and community stakeholders.
- Become active voices in the struggle to bring in excellent education to all communities
- Demonstrate the ability to work through the difficult ethical inquiry decisions confronting school leaders.
- Continue to develop the capacity to engage in critical inquiry about education and its relationship to society.

Preliminary Administrative Service Credential, Tier I

All applicants must have completed three years of full-time teaching, or work which requires a service credential (such as counseling), by the time they have completed the Preliminary

Administrative Certificate Program in order to be recommended for a credential.

Completed applications for admission to the program must be filed no later than August 15 for the fall term and January 15 for the spring term. If the classes are not filled on these dates, late applications are accepted up to the dates that the classes begin. Those who apply early are considered for early acceptance.

Three letters of recommendation are required. One of these letters of recommendation should be from the candidate's administrative supervisor, attesting to the candidate's fitness by temperament, personality, and ability to serve effectively in an administrative position. An interview with the coordinator designee is required. The interview will assess the applicant's readiness for the program and will provide the applicant with a thorough knowledge of what is expected of the candidate and what the candidate may expect from the faculty. A 3.0 grade point average in graduate work is required for full admission.

The Preliminary Administrative Services Certificate Program covers two semesters, three weekends in the summer and one additional weekend in January. Classes are held on Saturdays, 8am-5pm with approximately nine (9) hours per month online, at the time and place the student chooses. Classes meet for eight (8) or nine (9) Saturdays each semester. The summer course in Executive Communication (EDAD 247) meets for three (3) days in the summer.

Most faculty members in the program are practicing administrators and instruction is reality oriented. Field-based strategies and techniques are incorporated into the classroom instruction.

The program is working towards obtaining authorization to offer internships in Administrative Services and approval from for the program is expected in the 2007-2008 academic year.

Requirements for the Credential:

- Possess **one** of the following California credentials
 - a valid California teaching credential requiring a baccalaureate degree
 - a valid California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree
 - a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent
- Complete a minimum of three years of successful, full-time experience in public schools, nonpublic schools, or private schools of equivalent status (This experience may be teaching, pupil personnel work, librarianship, health services, or clinical or rehabilitative services. "Full-time service" means service for at least a minimum day for three-fourths of the total days in the school year. Substitute or part-time service does not apply.)
- At the time of admission to the program the applicant must either have fulfilled the California Basic Skills Requirement (BSR) or be registered for the next offering of one of the approved routes to the BSR. Before beginning participation in the second semester of the program the candidate must have fulfilled one of the approved routes to the BSR.

Preliminary Administrative Service Credential, Tier I Required Courses (24 units)

Semesters One and Two

- EDAD 331 - Employee Management and Supervision (3)
- EDAD 332 - Leading Curriculum and Instruction (3)
- EDAD 333 - Introduction to Educational Leadership and Administration (3)
- EDAD 341 - Budgets, Resources and Facilities, Schedules (2)
- EDAD 342 - Technology in Leading and Managing (1)
- EDAD 343 - Education Law, Regulations and Policy (3)
- EDAD 344 - Research to Lead an Educational Community (1)
- EDAD 345 - Special Needs Students: Leading and Managing Programs (2)
- EDAD 347 - Executive Communication Skills for Educators (3)
- EDAD 349 - Supervised Field Experience in Administration (3)

Master of Arts Degree: Educational Administration

Completion of Tier I program is a prerequisite to completing the master's degree program of study. The Master of Arts degree in Educational Administration requires one additional semester of course work beyond the Preliminary Administrative Services Credential and then an additional semester to complete a thesis or project.

The Master's Degree requires nine units of coursework held on weekends and a special seminar dealing with major issues in education. The total requirement for this master's degree is nine units above the 24 required for the Preliminary Credential, total of 33 units.

Master of Arts Degree: Educational Administration (9 units in addition to Tier I Courses)

Required Courses (33 units)

Semesters 3 and 4

- EDUC 572 - Research Seminar I (3)
- EDUC 582 - Research Seminar II (3) (*Prerequisite: EDUC 572*)
- EDUC 592 - Thesis (3) (*Prerequisite: EDUC 572 and EDUC 582*)

Educational Leadership Courses

EDAD 331 Employee Management and Supervision (3)

In this course candidates learn to manage human resources. Topics include: recruitment, observations, the process of supervision, evaluations, professional development, collective bargaining, implementing employee contracts, grievances, and the rights of disabled employees. Candidates learn to develop school and district employee procedures to fit law and policy.

EDAD 332 Leading Curriculum and Instruction (3)

This course explores the theoretical foundations and current research in leadership of curriculum development, assessment and the implementation of curriculum. Candidates learn to supervise instructional staff. Candidates discuss strategies for collaboratively effecting changes in curriculum, improving instructional strategies so that every child will succeed, using assessment data to drive instructional strategies and materials, and methods which have been found to improve

low-socioeconomic schools. Candidates are given opportunities to solve problems and practice using their leadership skills and knowledge through real life scenarios.

EDAD 333 Introduction to Educational Leadership and Administration (3)

Candidates discuss the educational philosophies influential in the United States and the relationship of philosophy to effective practice. Candidates investigate the Lasallian tradition practiced at this college. The topic of ethics is explored and each candidate clarifies his or her values. Candidates investigate the structures that create an effective learning community/culture by leading a school towards the development of a shared vision, common goals, and agreed-upon values. The need to meet the needs of all children, including students who are: low wealth, English Learners, newcomers, and Gifted and Talented, is discussed. Candidates learn techniques and strategies of shared governance and leadership. Additional topics include: alternative schools, charter schools, effective meeting management and facilitation, career planning for educational leaders, and the job search process for school administrators. Candidates focus on making progress toward meeting California Commission for Teaching Credentialing (CCTC) standards and develop both short and long term goals.

EDAD 341 Budgets, Resources and Facilities, Schedules (2)

Candidates learn to use fiscal and other resources to strategically support student learning. The course explores: methods used when collaboratively prioritizing resources, and the process used for planning, allocating, tracking, and managing fiscal, curriculum, and building resources. Candidates prepare or revise one of the following: a school budget, a facilities improvement plan, and/or a written strategy to institute a process in which the entire school community will be involved in developing a new school plan. The budget planning process is explored using interactive activities.

EDAD 342 Technology in Leading and Managing (1)

(January)

In this course each candidate conducts an individual assessment using the National Education Technology Standards for School Administrators (NETS-A) as a guide. The candidate works with a faculty member to determine the technology learning objectives she or he needs to achieve during the course. These objectives become part of an individual technology-learning plan, which guides the independent study of the candidate. As part of their professional portfolio, all candidates prepare a multimedia presentation*. Candidates also provide evidence that they are utilizing technology in the work they perform at their job site or fieldwork location.

EDAD 343 Education Law, Regulations and Policy (3)

This is a survey course of federal, state, and local laws and policies that apply to educational institutions. Topics of discussion include: civil rights, freedom of speech, student behavioral management systems, school safety, sexual harassment, equitable treatment for all, church/state issues, the governing authority of federal, state, and county/local school districts, and enforcement of educational policy. Candidates are given the opportunity to examine cases and to practice their analytical skills as they determine the best course of action in these particular situations. The federal and state constitutions are reviewed along with case studies of major U.S. Supreme Court cases impacting education. Tort law and negligence issues are examined, as well

as effective use of legal counsel. [Note: This course does not focus on employee bargaining rights or special education.]

EDAD 344 Research to Lead an Educational Community (1)

In this course candidates consider the quantitative point of view including: using data to design, implement, support, evaluate and improve instructional programs and to drive the professional development of staff. Candidates learn about the primary quantitative research methodologies and how to interpret fundamental statistical data. Candidates also consider the qualitative point of view including the methodology and techniques of: observation, fieldwork, data reduction, validation methods, and methods of reporting data and conclusions. Two of the primary goals of the course are for candidates to develop the ability to analytically critique published research and to learn how to develop a research question. Candidates also consider the ethical challenges of research on human subjects.

EDAD 345 Special Needs Students: Leading and Managing Programs (2)

Candidates learn to provide oversight and personal accountability for district policies and all government laws/regulations governing: Individuals with Disabilities Education Act (IDEA), Student Study Teams, federal and state categorical programs, Americans with Disabilities Act-“504” requirements, special education programs, bilingual and English Learner education, and other programs which have a significant impact on students with special needs. Candidates consider how to balance advocacy for the child’s best interests with the school/district need to maximize its limited resources to provide a Free Appropriate Public Education (FAPE). Candidates will learn techniques of how effective administrators lead teams to a consensus. A goal of the course is that all participants will have an understanding of diagnostic testing and how to utilize assessment results for eligibility for special programs. Candidates learn of the alternative programs available through non-public agencies, districts, SELPAs County Offices of Education, and Court Schools.

EDAD 347 Executive Communication Skills for Educators (3)

(summer)

This is a survey course teaching communication skills to school leaders, including: listening skills, non-verbal communication skills, oral presentations skills, and writing skills. Candidates learn how to communicate while under pressure, the psychological principles in communication, and how to use technology to improve communication. Candidates practice making the type of presentations that site and district leaders give to their educational community. During the course participants learn to the importance of communicating values, including their respect for diversity. Participants practice: facilitating communication in small group settings, working with the press and other media, and making written and verbal presentations.

EDAD 349 Supervised Field Experience in Administration (3)

(completed over a semester and summer)

Prerequisite: Completion of nine or more units in the ELP program

Not: some students must attend the summer session in order to arrange to experience fieldwork in a variety of setting, including at least one, which has a diverse student population.

In this course candidates have the opportunity to practice each of the skills they have learned in their preparation to lead a school community through supervised, planned activities in partnership

schools which are in a variety of settings and at least one of which is in a setting with a diverse student population. This practice follows a plan, which is developed collaboratively with a college advisor, the partner fieldwork supervisor, and the candidate. Each student develops a program portfolio, which documents the candidate's reflective, self-analytical formative assessment and the candidate's record of professional, intellectual, and personal growth using artifacts from the field experience. The college advisor, the partner fieldwork supervisor, and the candidate work together to assess this portfolio at the end of the semester. As part of these fieldwork experiences, the partner fieldwork supervisor and the college advisor verify that the candidate practices shared decision-making techniques and is engaged in activities, which have long-term educational policy issues. The college advisor, the partner fieldwork supervisor, and the candidate collaborate throughout the course to conduct formative and summative assessments. At the end of the course candidates complete a Summative Fieldwork Assessment to determine if the candidate has met all of the objectives of the course.

EDAD 520 Special Studies Seminar (1)

This course allows faculty and students an opportunity to investigate certain topics in educational leadership in a seminar setting. Although the topics will often focus on foundational knowledge of educational theories and philosophies, other special interest topics will also occasionally be the focal point of the seminar. For this term, this course will focus on the different career pathways available to those who wish to serve an entire district, either as a district office employee or as an "itinerate" specialist or manager who services several sites.