# School of Education
## Educational Leadership Program



**POINT LOMA**
**N A Z A R E N E**
**U N I V E R S I T Y**

# Professional Administrative Services Credential

## Program Courses

**Year 1**

Coaching: GED 701A, GED 701B, GED 701C, GED 701D (One coaching unit each quad for one unit = 4 units per year)

These courses utilize assessments of leadership competency based on new administrative position responsibilities, mentoring, and university site-based coaching, development of an induction and a professional growth plan in collaboration with a district mentor and University Coach. The induction plan includes goals related to enhancing candidate competency in the California Professional Standards for Educational Leaders. Graded Credit/No Credit. A minimum of twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate.

Modules: GED 702A, GED 702B, GED 702C, GED 702D (One module each quad for one/half unit = 2 units per year)

These online courses provide additional information and research on each of the California Professional Standards for Educational Leaders (CPSELs) in a format utilizing online modules and an opportunity to build a collegial network of colleagues. The modules require students to provide background information, collect and analyze data, and make recommendations for improvement to increase student achievement.

Coaching:     GED 703A, GED 703B, GED 703C, GED 703D
               (One coaching unit each quad for one unit = 4 units per year)

These courses utilize assessments of leadership competency, mentoring, and university site-based coaching, development of an induction and a professional growth plan in collaboration with a district mentor and University Coach. The induction plan includes goals related to enhancing candidate competency in the California Professional Standards for Educational Leaders. Graded Credit/No Credit. A minimum of twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate.

Modules:     GED 704A, GED 704B, GED 704C, GED 704D
               (One module each quad for one/half unit = 2 units per year)

These online courses provide additional information and research on each of the California Professional Standards for Educational Leaders (CPSELs) in a format utilizing online modules and an opportunity to build a collegial network of colleagues.  The modules require students to provide background information, collect and analyze data, and make recommendations for improvement to increase student achievement.

| Year I Professional Administrative Services Online Modules | | |
|---|---|---|
| **GED 702A** | Standard 3: *Management and Learning Environment* | Element 3A:  Operations and Facilities<br>Element 3B:  Plans and Procedures |
| **GED 702B** | Standard 2: *Instructional Leadership* | Element 2B:  Curriculum and Instruction<br>Element 2C:  Assessment and Accountability |
| **GED 702C** | Standard 2: *Instructional Leadership*<br>Standard 5: *Ethics and Integrity* | Element 2A:  Professional Learning Culture<br>Element 5A:  Reflective Practice |
| **GED 702D** | Standard 3: *Management and Learning Environment*<br>Standard 5: *Ethics and Integrity* | Element 3C:  Climate<br><br>Element 5C:  Ethical Action |
| Year 2 Professional Administrative Services Online Modules | | |
| **GED 704A** | Standard 1: *Development and Implementation of a Shared Vision* | Element 1A:  Student-Centered Vision<br>Element 1B:  Developing Shared Vision |
| **GED 704B** | Standard 4: *Family and Community Engagement* | Element 4A: Parent and Family Engagement<br>Element 4B:  Community Partnerships<br>Element 4C:  Community Resources and Services |
| **GED 704C** | Standard 6: *External Context and Policy* | Element 6A:  Understanding and Communicating Policy<br>Element 6B:  Professional Influence |

| | | Element 6C:  Policy Engagement |
|---|---|---|
| **GED 704D** | Standard 1: *Development and Implementation of a Shared Vision* <br> Standard 3: *Management and Learning Environment* <br> Standard 5: *Ethics and Integrity* | Element 1C:  Vision Planning and Implementation <br><br> Element 3D:  Fiscal and Human Resources <br><br> Element 5B:  Ethical Decision Making |

# Candidate, Coach and University Relationships

The candidate's individualized program of preparation for the Professional Administrative Services Credential is based on an Induction Plan designed by the candidate, a district mentor, and the University Coach. The mentor administrator is selected by the candidate and must meet the standards established by the university for mentors and approved by the candidate's employing district. The University Coach is assigned by the University. The candidate's Individual Induction Plan (IIP) is developed collaboratively with the University Coach and the mentor and is based on the candidate's competency assessment of his/her knowledge, skills and interests related to the CPSEL's. The mentor and the University Coach make a commitment to assist the candidate in meeting his/her identified goals and objectives, engage in reflective study with the candidate, and guide the candidate as he/she grows professionally as a new administrator.

The Mentor, preferably, is the candidate's site supervisor who will develop in collaboration with the candidate and the University Coach, an Individualized Induction Plan focused on the learning goals of the candidate and he/her site work goals and objectives.

A University Coach is assigned to each candidate. The role of the University Coach is to offer coaching, personalized professional development opportunities, professional assessment, and career advisement.  The University Coach will meet in person with the candidate for a minimum of 25 hours per year for, coaching, observation and IIP progress reports of the candidate on site during the performance of administrative activities, and will be available for unscheduled conversations via phone or e-mail.

**The Induction Plan**

The Individual Induction Plan (IIP) is developed collaboratively by the candidate, the mentor and the University Coach.  The IIP becomes the document through which the candidate's strengths, needs, and professional growth are addressed.  The candidate will identify professional growth needs and interests based on the new job responsibilities Year 1 and the Competency Assessment Rubric Year 2 and the IIP will include
- goals for addressing the identified needs and interests
- strategies for attaining the goals
- support and assistance to be provided by the mentor and University Coach

- agreed upon means for assessing goals and objectives
- professional development activities which relate to the identified goals

**Professional Development Activities**

Candidates for the Professional Administrative Services Credential will participate in at least two professional development seminars/workshops. These professional development activities must be pre-approved by the University Coach and the mentor.

# California Professional Standards for Educational Leaders (CPSEL) Standards

**STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION**
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

**STANDARD 2: INSTRUCTIONAL LEADERSHIP**
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

**STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT**
Education leaders manage the organization to cultivate a safe and productive learning and working environment.

**STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT**
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

**STANDARD 5: ETHICS AND INTEGRITY**
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

**STANDARD 6: EXTERNAL CONTEXT AND POLICY**
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.


**For Information on the Professional Administrative Services Credential Program please contact: Suzanne Roy, Ed.D. at sroy1@pointloma.edu or 619-849-2820 (Office) or 858-527-5462 (Cell).**