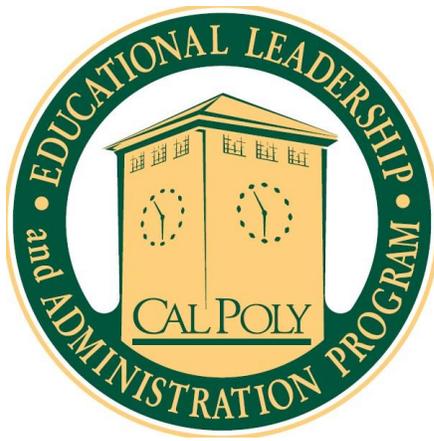


**California Polytechnic State University
San Luis Obispo**

Educational Leadership and Administration Program



Program Handbook

*M.A. Degree
Preliminary Administrative Services Credential
Administrative Internship Program*

Dear Candidate:

Welcome to the Educational Leadership and Administration Program at Cal Poly.

This handbook includes important information about the program. Please read it and keep it for reference. Know that it is your responsibility as a graduate student and an administrative credential candidate to stay current with program policies and to complete required documentation in a timely manner.

There is a profound need for skilled leaders who exhibit ethical behavior, moral integrity, and social responsibility to model the values of excellence, equity, and accountability in our educational institutions. We are pleased that you have accepted this challenge. We look forward to your active participation in the Educational Leadership and Administration Program, and we are anxious to help in any way we can to help you achieve your professional goals.

Sincerely,

Andrea Somoza-Norton

Andrea Somoza-Norton, Ed.D., Assistant Professor and Coordinator
Educational Leadership and Administration Program

Phone: (805) 756-5373

asomozan@calpoly.edu

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Important Cal Poly Phone Numbers

911	Emergency
756-2311	Admissions Office
756-7000	Help Desk, Instructional Technology Services
756-2029	Kennedy Library
756-2511	Counseling Services
756-2531	Academic Records Office (ARO)
756-5373	Dr. Andrea Somoza-Norton, Assistant Professor and Coordinator Educational Leadership and Administration Program
756-2126	Mr. Daniel Parsons, Credentials Analyst, Advanced Credentials
756-6032	University Writing Lab (GWR)

School of Education

The School of Education at California Polytechnic State University adheres to the following standards for faculty, staff, and candidate conduct and performance. Our Vision and Mission statements form the basis of all credential and master's programs offered by the School. In addition, the faculty has identified six learning outcomes for candidates and nine dispositions in the areas of ethical practice and shaping change, as described below. Our ultimate goal is for all affiliated with the School to uphold the highest standards as professional educators.

VISION

The School of Education develops and supports qualified, competent, and caring education professional who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

LEARNING OUTCOMES (for all candidates upon completion of their programs)

Be qualified, competent, and caring professional educators: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.

Integrate principles and practices of professional fields to support student learning: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.

Engage in cross-disciplinary and collaborative practices: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.

Demonstrate authentic assessments designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards; and are used to modify programs and practices.

Effect sustainable communities in a multicultural environment: Assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.

Engage in professional practices: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.

DISPOSITIONS (expected of all degree and credential candidates)

Responsibility and Accountability — Acts ethically, responsibly, and with integrity; and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops

necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

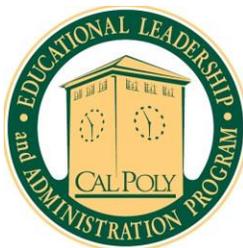
Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

Educational Leadership and Administration Program

MISSION

The Educational Leadership and Administration Program prepares educational leaders who foster a norm of **ethical behavior, moral integrity, and social responsibility** in an interdependent and rapidly changing world.



Program Admission

The application process is two-part. First, apply to the university via the CSU Mentor website (www.csumentor.edu). Immediately after applying to the university, send your **official** transcripts (other than Cal Poly transcripts) directly to the Cal Poly Admissions Office. The second part of your application process and the later deadline requires that you submit all of your supplemental documents directly to the Coordinator of the Educational Leadership and Administration Program (ELAP).

Application California Polytechnic State University – Deadline APRIL 15:

1. Apply online at CSU Mentor www.csumentor.edu
2. Submit **all** official transcripts **directly to the Cal Poly Office of Admission immediately after applying through the only CSU Mentor website:**

Official, sealed college and university **transcripts** that provide evidence of a **minimum 3.0** grade point average (GPA) on a 4.0 scale in your last 90-quarter (60 semester) units (photocopies, faxes, or unsealed copies are NOT acceptable). **Do not wait to submit these documents with your supplemental materials below.**

Note: All transcripts and credits earned prior to previous attendance or degrees earned at Cal Poly, including Cal Poly, do not need to be resubmitted to the university. Only credit hours or attendance at universities or institutions earned since any degree or attendance at Cal Poly, but before this application will need to be submitted.

3. **If you wish to be considered for financial aid** (scholarships), be sure to complete the online *Free Application for Federal Student Aid* (FAFSA) Apply online at <http://www.fafsa.ed.gov/>

Interfolio Materials – Deadline MAY 15:

In addition to submitting your CSU Mentor application and supplemental materials (see next section), you are required to submit your unofficial transcripts through **Interfolio**.

The application deadline to complete this process is MAY 15, and **your**

application will not be considered if this step is not completed.

To create your **Interfolio** account for the Educational Leadership and Administration program click here: <https://apply.interfolio.com/38192>

Once you have logged in and created an account you will need to complete the following pages:

- Step 1 - Application Documents: Upload unofficial transcripts from all colleges and universities that you have attended, even if you attended Cal Poly for your undergraduate degree. Click Next.
- Step 2 - Education Information: You can leave blank. Click Next.
- Step 3 - GRE or GMAT Scores: Please enter N/A in each box. Click Next.
- Step 4 - Statement of Purpose: Please enter "Submitted directly to department." Click Next.
- Step 5 - Term you are applying for: Please select **Fall**. Click Next.
- Review and Confirmation: Once you reviewed everything you must click Submit Application.

Once you have submitted your application we will see your unofficial transcripts that you have uploaded and your application with Interfolio will be complete.

All Applicants to the ELAP Program – Deadline MAY 15:

Submit the following *supplemental* documents directly to the ELAP Coordinator:

- A 3-5 minute video in which you introduce yourself and explain why you are applying to the ELAP. Upload your video to the following web address <https://assess.soe.calpoly.edu/index.php/893716/lang-en>
- Three (3) letters of recommendation from leaders who are familiar with your administrative potential and moral and ethical standards (use form available online on the School of Education website)
- Completed ELAP Questionnaire (use form available online on the School of Education website)
- Current one-page resume including your educational background, work experience, professional affiliations, authored works, and other relevant information

Administrative Services Credential Applicants Only—Deadline MAY 15:

Submit the following *supplemental* documents directly to the ELAP Coordinator:

- Statement from your district/agency verifying proof of a minimum of **five** years of full-time teaching experience in the use of your **clear** teaching/service credential
- Photocopy of your valid **clear** Teaching Credential or appropriate **clear** service credential as specified by California law and regulation
- Photocopy of a passing score on the CBEST. If you are from another state, or if your credential was earned before CBEST was required, document completion of the CBEST within two academic quarters of acceptance into the program

Administrative Internship Applicants Only—Deadline MAY 15:

Applicants must submit a letter of support from the superintendent of schools of their employing district or county office of education as part of the application process. The superintendent's letter on behalf of the intern must address each of the following points:

1. Explain the emergency situation and the reason(s) the applicant is being considered for the administrative position;
2. State that there is no better qualified applicant for this administrative position than the proposed administrative intern;
3. State that the intern applicant's administrative position does not displace a certificated employee;
4. Explain how the district/or county office will support the administrative intern's need to complete the Preliminary Administrative Services Credential within two years of employment in the intern position;
5. Describe how the district/or county office will support the intern in an administrative position that requires 50% or more of the applicant's contract;
6. State that the designation and responsibilities of the intern's supervisor will be a collaborative decision between the superintendent and the university's

Educational Leadership and Administration Program (ELAP) coordinator;

7. State that the district's intern supervisor will collaborate with the intern's university supervisor to support the intern's participation in fieldwork beyond the terms of employment for a full range of administrative responsibilities.

CONTACT AND MAILING INFORMATION

Official Transcripts:

California Polytechnic State University
Office of Admissions
1 Grand Avenue
Administration Building 01, Room 206B
San Luis Obispo, CA 93407
E-mail: admissions@calpoly.edu
Phone Number: (805) 756-2311

Supplemental Material (Mailing):

California Polytechnic State University
Educational Leadership and Administration Program
Andrea Somoza-Norton, Ed.D., Program Coordinator
School of Education
Cotchett Education Building 02, Room 110
San Luis Obispo, CA 93407-0713
E-mail: asomozan@calpoly.edu

School of Education Office (Physical Delivery):

California Polytechnic State University
Student Information Center
School of Education
Cotchett Education Building 02, Room 120
San Luis Obispo, CA 93407-0713
Phone Number: (805) 756-2126
Fax Number: (805) 756-5682

Student Accounts (What, When, Where, and How Much to Pay):

California Polytechnic State University

Student Accounts Office

1 Grand Avenue

Administration Building 01, Room 211

San Luis Obispo, CA 93407

E-mail: studentaccounts@calpoly.edu

Web: http://www.afd.calpoly.edu/student_accounts/default.htm

Phone Number: (805) 756-1428

Admission Criteria

Your application will be reviewed by program faculty once all documentation is received by the university and ELAP coordinator. **Preference for admission will be given to those applicants seeking BOTH the M.A. and the Preliminary Administrative Services Credential.** The decision to permit or deny admission to the Educational Leadership and Administration Program is the responsibility of the program coordinator.

Admission Conditions

Applicants accepted into the program will be notified via email and/or regular mail. Acceptance of admission means candidates accept all program requirements, including mandatory attendance at ALL program events (i.e., orientation, class sessions, commencement, etc.). Candidates will sign an attendance contract prior to the start of the program.

Because of the unique nature of the Fast Track curriculum transfer units (including those completed in other master's programs at Cal Poly) will NOT be accepted for credit in the ELAP.

Program Requirements

Formal Study Plan

The Formal Study Plan for Master of Arts degree in Education with an emphasis in Educational Leadership and Administration and/or the Preliminary Administrative Services Credential is created by the program coordinator and signed by the candidate during the first quarter of the program. Amendments to the plan will be made if course modifications occur.

Course Time Limit for All Candidates

The university time limit for course completion is *12 months from the end of the quarter in which you enrolled in the course.* Incomplete (I) or Satisfactory Progress (SP) grades will automatically revert to Failure (F) or No Credit (NC) grades at that time if coursework has not been satisfactorily completed and the course change submitted to the Academic Records Office by the instructor.

Program Time Limit for Master's Degree Candidates

All coursework for the master's degree is normally completed within the 11-month Fast Track format. However, in extenuating circumstances, candidates may be granted additional time to complete program requirements.

Fieldwork/Internship

ELAP students who enroll in the California Preliminary Administrative Credential Program or the Administrative Internship Program are required to participate in significant field experiences in K-12 settings that are designed to bring theory to practice. The experiences address major standards authorized by the California Preliminary Administrative Services Credential and include intensive experiences both in the day-to-day functions of administrators as well as in longer-term policy design and implementation in culturally diverse settings. Candidates are required to prepare a minimum of one artifact that demonstrates mastery of each standard for the California Preliminary Administrative Services Credential as specified by the California Commission on Teacher Credentialing. They must also prepare a reflection paper indicating how the artifact/experience has improved their ability to apply theory to practice. These artifacts and papers are included in candidates' electronic portfolios.

Electronic Portfolio

The electronic portfolio is the primary instrument for collecting and assessing candidate materials such as tests, papers, projects, case studies, and other related assignments. Using a simple PowerPoint program, candidates use hyperlinks to link the portfolios to documents produced for the master's and credential programs. At the end of spring quarter, candidates are required to submit a storage device (preferable a flash drive) that contains the portfolio and all supporting documents.

The portfolio contents as well as the portfolio itself are reviewed and graded by program faculty. Candidates must achieve a passing grade ('B') on both the content and format of their portfolios to graduate from the program. Candidates who fail to meet these requirements will be placed on probation and given reasonable time to rectify deficiencies and/or raise their grade. Such circumstances automatically trigger a counseling session with the program coordinator. Failure to rectify deficiencies and/or raise grades will result in a candidate's dismissal from the program.

Advancement to Candidacy for Master's Degree Candidates

Advancement to Candidacy recognizes that candidates have demonstrated the ability to operate at and sustain a level of scholarly competence that anticipates successful completion of the degree. The ELAP coordinator will submit the Advancement to Candidacy form on your behalf.

Request for Master's Degree Evaluation

You will be required to submit the *Request for Master's Degree Evaluation Form* during spring quarter. The request form can be obtained from the Research and Graduate Programs website at:

<http://www.registrar.calpoly.edu/sites/registrar.wcms.calpoly.edu/files/forms/ReqGradEval.pdf>

This process is your application for graduation.

Satisfactory Progress toward Degree and/or Credential

All candidates enrolled in the ELAP must meet program milestones (e.g., successful completion of coursework, the Graduate Writing Requirement, and final portfolio review) to maintain satisfactory progress toward the completion of their degree and/or credential. Candidates who fail to make satisfactory progress will be "counseled out" of the program (see the Counseling Out procedure that follows).

Counseling Out

ELAP students must maintain an overall "B" (3.0 GPA on a 4.0 scale) average in all coursework and pass a quarterly assessment of their working portfolios to maintain satisfactory progress in the program. In addition, student must earn

above average marks from field and university supervisors in all fieldwork experiences. Students who fail to meet these requirements are placed on probation and given one quarter to rectify deficiencies and/or raise their grade point average. Such circumstances automatically trigger a counseling session with the program coordinator. Failure to rectify deficiencies and/or raise grades results in a candidate's termination from the program.

Application for Certificate of Eligibility or Preliminary Administrative Services Credential

At the conclusion of your final quarter in the program, file the *Credential Application Form* with the School of Education Credential Office (02-120) and pay the appropriate fees.

Commencement Ceremony

The School of Education hosts a Commencement Ceremony to honor all candidates who have completed credentials or advanced degrees (M.A. and Ed.D.) during the academic year. Candidates order their hood, cap, and gown at the El Corral Bookstore. Recipients and guests are invited to the Commencement Ceremony and reception.

Program Curriculum

The ELAP offers the M.A. and Preliminary Administrative Services Credential in a “Fast-Track” format. The Fast-Track allows candidates to complete the Master’s Degree in Educational Leadership and/or Preliminary Administrative Services Credential in a series of weekends (Friday evenings and all day Saturdays) and a summer session during an 12-month period. This rigorous, practical program is designed for those seeking leadership positions in K-12 schools, community colleges, universities, government agencies, and educationally related organizations.

Organizational Leadership	Quarter Units
EDUC 512 Organizational Theory.....	4
EDUC 513 Planning and Decision Making	4
EDUC 518 Supervised Fieldwork*.....	3
EDUC 586 Introduction to Inquiry in Education.....	4
 Instructional Leadership	
EDUC 515 Curriculum and Program Evaluation.....	4
EDUC 516 Personnel Supervision and Evaluation.....	4
EDUC 542 Administration of Special Programs and Services.....	4
EDUC 518 Supervised Fieldwork*.....	3
 Managerial Leadership	
EDUC 510 Finance and Resource Allocation	4
EDUC 511 Law and Governance.....	4
EDUC 519 Professional e-Portfolios for Educational Leaders (Fall 2013)	1
EDUC 589 Research Methods	4
EDUC 518 Supervised Fieldwork*.....	3
 Community Leadership	
EDUC 587 Foundations and Current Issues.....	4
EDUC 500 Education, Culture, and Learning.....	1
EDUC 590 Research Applications in Education.....	4

* (Preliminary administrative services credential candidates only)

Program Course Descriptions

EDUC 510 Educational Finance and Resource Allocation (4)

Financing public schools in America: Historical and current sources and types of funding. District level and site level funding and budgeting including priorities and purchasing procedures. Financial implications of personnel contractual obligations. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 511 Educational Law and Governance (4)

Legal aspects of school administration including unions, collective bargaining and contract administration. Governing roles of federal, state, and local agencies including boards and district administrators. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 512 Educational Organization and Management (4)

Principles of organization, management, and leadership and their relationship to educational effectiveness and productivity. Activity experience in the application of management theory in schools. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 513 Educational Planning and Decision Making (4)

Concepts of planning and decision making in educational administration including administrators' responsibilities associated with decision making roles in public schools. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 515 Educational Program Management and Evaluation (4)

Supervision, management and evaluation of educational curriculum and educational programs. Current trends in program management including mapping, monitoring, alignment. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 516 Educational Personnel Management and Evaluation (4)

Principles and processes for the supervision and evaluation of certificated and classified staff including legal, research, and professional considerations. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 518 Administrative Services Fieldwork (3)

Supervised fieldwork in school administration for supervision at the elementary and secondary level. Assignments must encompass an entire school year and must involve some multicultural experience. Total credited limited to 18 units, only 9 of which may be applied towards master's degree. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 519 Professional e-Portfolios for Educational Leaders (1)

Students present exemplars of professional practice keyed to standards for the California Preliminary Administrative Services Credential. Class meets two (2) times per quarter. Faculty meet individually with students as to address portfolio development on a case-by-case basis. Credit limited to one (1) unit. Credit/No Credit grading. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 542 Administration of Special Programs and Services (4)

Principles and practices of organizing and administering special education, reading, counseling, and other support programs. Assessment and placement procedures, middle management's role, overview of specially funded programs, historical precedents and future trends. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 586 Introduction to Inquiry in Education (4)

Introduction to professional literature search techniques and to professional organizations as a basis for educational inquiry. Explanation of social construction of knowledge, and the philosophical basis of quantitative and qualitative research. 3 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 587 STEM Education Leadership (4)

Synthesis of ELAP course work to develop models and strategies for creating capacity within schools and school districts to support world-class STEM education. Action research paper required. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 588/500 Education, Culture and Learning (1)

Cultural characteristics of educational institution and practice. Review of theory and research relating to the social and organizational context in which learning and teaching takes place. 2 seminars. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 589 Research Methods and Analysis in Education (4)

Compare and contrast educational research methods to develop a plan, which demonstrates a student's knowledge of basic research methodology, integration and application of descriptive and inferential statistics to research designs, computer technology. 4 seminars, 1 activity. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

EDUC 590 Research Applications in Education (4)

Application of research techniques to problems in education and human services. Students will be involved in applied research. 2 seminars, 2 activities. Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

Administrative Fieldwork

The Purposes of Fieldwork:

Candidates will participate in significant field experiences that are designed to bring theory to practice. The experiences will address the major duties and responsibilities authorized by the Preliminary Administrative Services Credential in a variety of realistic settings and include intensive experiences both in the day-to-day functions of administrators as well as in longer-term policy design and implementation in culturally diverse settings so that the candidates are prepared effectively to work in diverse contexts.

Considerations as You Organize Your Fieldwork:

- Select a site supervisor who will provide appropriate direction in the quality of your field experience assignments
- Choose one setting in which you are able to perform a wide range of typical responsibilities of a full-time administrator
- Work with your site supervisor so that you have adequate time to perform your fieldwork duties to include fieldwork during the regular school day
- Relate your field experience duties close to the job performance requirements of administrators
- Link your field experiences with coursework that you are taking in school administration
- Include opportunities to deal with long-term educational policy issues in your school or district.
- Organize authentic and significant field experiences at one or more sites with a diverse school population
- Incorporate a variety of school levels and school settings in which you perform your fieldwork

Administrative Fieldwork Action Plan

Purpose:

The purpose of the Fieldwork Action Plan is to arrange for the required number of hours of fieldwork activities so that you apply the CCTC Standards that links theory with practical experience in real-life settings. Prepare a minimum of one artifact that satisfies the work with each Standard as determined by your site supervisor. You will utilize some of the artifacts in your E-Portfolio at the conclusion of your credential program.

Preparation:

- Prepare a preliminary Fieldwork Plan with the help of your site supervisor.
- Arrange for a meeting for you and your site supervisor to discuss and possibly modify your Fieldwork Action Plan.
- Rewrite your Fieldwork Plan and incorporate any changes that occurred during the fieldwork meeting.
- Copy your final plan for your site supervisor and keep one copy in your E-Portfolio.
- If unique circumstances evolve that could alter the direction of your Fieldwork Action Plan, make changes only with the counsel of your site supervisor.

Record and Reflect:

- Maintain a log of your hours using the model in this packet or a log form that you develop.
- Complete a reflection on each Standard that you worked on during the quarter. How did each help you as a potential administrator? How did the work increase your knowledge of the Standard?
- Complete a reflection on leadership reflecting on the work from the quarter. How are your philosophy and platform on curriculum, instruction and assessment changing?

Sharing Artifacts:

- During the final two or three weeks of the quarter, meet with your site supervisor to present and discuss your fieldwork artifacts.

Completion:

- Hold a final conference with your site fieldwork supervisor.
- Ask your site supervisor to sign the Fieldwork Log and Assessment of Candidate Competence. Copy it for yourself and give the original to the ELAP coordinator.
Note: The ELAP Coordinator must sign your Fieldwork Log and Assessment of Candidate Competence at the end of each fieldwork quarter.
- Complete evaluations for your supervisor and provide feedback during final conference.

Administrative Internship Program

California does not provide an emergency administrative credential, but permits qualifying universities to prepare administrative interns. Cal Poly has been approved to offer an Administrative Internship Program for the certification of administrative interns.

All applicants must verify proof of a valid basic teaching credential or appropriate service credential and five years of teaching and/or related service. Documentation of an offer for an administrative position, and support for the internship from the superintendent of schools in the employing district or county office of education must also be verified.

Candidates must apply for the Preliminary Administrative Internship Credential to be enrolled in the Cal Poly Internship Program. Candidates will earn the Preliminary Administrative Services Credential while they serve in an administrative capacity.

The purpose of the Cal Poly Internship Program is to support the school districts and other educational institutions in an emergency administrative situation when a person with an administrative credential is not available to fill the position.

A few points about the Administrative Internship Program include:

- The administrative position may not displace a certificated employee.
- The district superintendent/designee must sign a contract to support the close supervision of the administrative intern.
- The administrative intern must register for three units of Internship Program fieldwork (Education 518) each quarter of university enrollment. This is in addition to the Cal Poly coursework needed to complete the Preliminary Administrative Services Credential. The candidate must qualify in all areas of application of the program.

For additional information please contact the ELAP program coordinator.