

Program Summary
UCLA Principal Leadership Institute, “Leading for Justice”
Preliminary Administrative Services Credential & Master of Education
2011-2012 Academic Year

I. PROGRAM DESIGN

1) Purpose and goals of the program:

In response to California legislation and a shortage of well-prepared urban school administrators, the Regents of the University of California established the *Principal Leadership Institute* (PLI) programs on the UC Los Angeles and UC Berkeley campuses in 2000.

The purpose of UCLA’s PLI is to make a contribution towards positive leadership change in low performing urban schools in the Los Angeles Basin. Through a 15-month program, PLI graduates become instructional leaders who understand what conditions are needed to promote rigorous, high quality learning. They become adult educators who support the development of teachers and staff. In addition, they become community leaders who have the knowledge and commitment to forge partnerships with parents, grassroots community groups, civic leaders, and organized labor.

The PLI program grants a Master of Education and the Preliminary Administrative Services Credential (PASC1). All candidates must complete 40 units of integrated coursework (master’s and fieldwork requirements) and engage in 12 units of fieldwork experiences to qualify for the Preliminary Administrative Services Credential and the Master of Education. Candidates attend evening classes in cohorts at UCLA while continuing to work in their schools and communities. The coursework offers candidates a theory-to-practice approach. Candidates implement an Action Research Leadership Project at their fieldwork sites. Fieldwork at school sites and communities helps candidates grapple with critical and authentic questions facing social justice leaders.

2) Leadership within the credential program:



3) *Communication within the credential program and the larger institution:*

- The PLI holds quarterly faculty meetings where curriculum, candidate work, candidate assessments and program assessments and evaluations are discussed; potential changes are proposed and/or adopted. Notes are taken and shared with the PLI faculty.
- The PLI field supervisors meet at least twice quarterly to discuss candidate progress on fieldwork assignments and fieldwork assessments.
- Candidates participate in one-on-one meetings with the director at the beginning of the program to begin the communication process. Most of the program information given to candidates is done through email and CCLE sites for each course. The director visits classes to disseminate pertinent information.
- Representatives from each credential offered at UCLA meet with the Dean to discuss unit-wide (UCAP) program issues, e.g., assessments. Meetings are held from a biweekly to quarterly basis, depending on need.

4) *Means for stakeholder input:*

The PLI provides multiple opportunities for all stakeholders involved in the program to give formal and informal input for program improvement.

- The unit-wide (UCAP) Advisory Council meets twice a year and includes members specifically designated to deal with the PASC 1. Representatives come from the LAUSD Administrator Union, LAUSD Human Resources, Compton USD superintendent and LAUSD local district superintendent, community agencies, LAUSD Mental Health Coordinator. Informal follow up conversations are held to advise direction of program.
- Faculty meets once a quarter; faculty field supervisors meet bimonthly. Both groups have processes during the meetings to give input about the PASC 1. Beginning in January 2012, a survey was sent to both groups to offer an anonymous feedback process.
- School site supervisors are given a survey at the end of each year to offer anonymous feedback about the field supervisors and the program. Site Supervisors give periodic feedback about candidate progress through quarterly conversations with field supervisors. Site supervisors rate the candidate on his/her fieldwork portfolio and fieldwork experiences at the end of the third quarter. Site supervisors also participate in recruitment and interviews.
- Candidates have multiple opportunities to give formal and informal feedback about every aspect of the program through course evaluations and three surveys a year while they are in the program. Candidates give constant feedback to the instructors, field supervisors and director through conversations and emails.
- Alumni give feedback yearly through a program survey. Alumni participate in every aspect of the program: recruitment, interviews, courses, and candidate oral presentations. Alumni have an opportunity to give feedback to the program directors on each of these activities.

5) *Program modifications over the recent two years.*

The PLI PASC1 has implemented several new practices to improve our program.

- In 2011-2012, PLI instituted a Candidate Study Team to counsel and advise candidates who are floundering in the program. The CST's focus is to help candidates who have not made progress in their fieldwork and/or have earned incompletes in their course grades. The sessions start immediately when the instructors, site supervisors and/or field supervisors report the problems. Also, the director reviews candidate grades each quarter. Candidates are given support in terms of goals, alternatives, or counseling out of the program.

- At the end of the spring quarter, site supervisors evaluate the candidate’s fieldwork portfolio and, beginning this year, will co-create a rubric for that evaluation with the UCLA field supervisor.
- More technology classes are offered to candidates to assist them with their web-based portfolios.
- A UCLA faculty and UCLA fieldwork supervisor survey was given for the first time in January 2012. We will review the results at the April PLI Faculty meeting.
- A handbook is in development for the Ed 470 course on school site operations and management.
- Since 2009, candidates have developed an Action Research Leadership Project based on their school’s needs and approved by the site supervisor. This project will be implemented over three quarters, analyzed and posted on their Fieldwork Websites.
- More courses are co-taught by practicing professionals and UCLA professors.
- One-on-one meetings between the candidate and the program director prior to the beginning of the program.

II. COURSE OF STUDY (Coursework and Fieldwork)

(“Theory to practice” connections between fieldwork and coursework may be viewed in red type)

First Summer Session	Fall Quarter	Winter Quarter	Spring Quarter	Second Summer Session
<p><u>Ed 448A Principles of Leadership (4 units)</u> The historical context for urban schooling and an examination of leadership theory. Analyzing learning theories that are used at school sites and how those inform curriculum and instruction. Special education and inclusion issues are highlighted.</p> <p><u>Ed 443 Social and Political Context of Urban Schools (4 units)</u> The issues confronting urban public schools are inextricably connected to the social, economic, political and legal conditions of the urban environments in which they are embedded. Candidates complete a community resource project in the field.</p>	<p><u>Ed 411 (230A) The Principal as Researcher (4 Units)</u> An introduction to the idea of the principal as a researcher and a consumer of research. Candidates develop an Action Research Leadership Project to be implemented at their fieldwork sites based on site data.</p> <p><u>Ed 448B School Leadership: Creating a Culture (4 units)</u> The second leadership class deals with the importance of building relationships and articulating a vision as cornerstones for developing a culture for learning. Authentic case studies based on candidates’ issues dealing with conflict among site stakeholders.</p> <p><u>Ed 498A Field Experience (4 units)</u> This course emphasizes the translation of theory into practice. Each candidate is expected to participate in real-life administrative experiences and will have the opportunity to learn by participating in authentic activities in urban schools.</p>	<p><u>Ed 296G&H Law and Educational Practice (4 units)</u> The impact that legal proceedings have on schools will be explored. Legal issues around SpEd, ELs, LGBT, Teachers’ rights, contracts, Title I.</p> <p><u>Ed 420A Theories of Curriculum and Instruction (4 units)</u> Explores how an instructional leader guides candidate and adult learning. Candidates analyze the current curriculum they use at their sites and how that curriculum meets the needs of marginalized students in low-income schools.</p> <p><u>Ed 498B Field Experience (4 units)</u> This course emphasizes the translation of theory into practice. Each candidate is expected to participate in real-life administrative experiences and will have the opportunity to learn by participating in authentic activities in urban schools.</p>	<p><u>Ed 440C Accountability and School Improvement (4 units)</u> Accountability systems set out to focus schools on their key mission for K-12 student achievement. School site plans are discussed and analyzed. ELs issues are highlighted.</p> <p><u>Ed 441A Leadership of Core Practices: Supervision of Instruction (4 units)</u> The study of the practice of teacher learning and supervision models of instruction. Teacher effectiveness models discussed. Candidates participate in peer observations at school sites and develop models of professional development to support teacher learning.</p> <p><u>Ed 597 Preparation for Master’s Comprehensive Examination (4 units)</u></p> <p><u>Ed 498C Field Experience (4 units)</u> Completion of fieldwork and presentation and evaluation of web-based portfolio.</p>	<p><u>Ed 470A School Management and Operations (4 units)</u> This course looks at the operations necessary to run a school. Topics considered include: school finance and budgeting, personnel practices (including due process), candidate support services and special education, facilities management, school safety, parent and community involvement and scheduling procedures. Candidates analyze their school budgets and expenditures with specific attention to special needs groups: ELs/SpEd, etc.</p>

Candidates typically complete their fieldwork at their employment sites. Occasionally, candidates have the opportunity to volunteer at alternative sites with the permission and support of site administrators.

Candidates are advised from the beginning of the program through a one-on-one meeting with the program director. Advisement and evaluation occur in coursework. The candidate's UCLA fieldwork supervisor is responsible for 8-9 candidates and is in constant communication with candidates for support, advisement and evaluation. The site supervisor plays a mentoring role at the candidate's site of employment where the candidate completes the fieldwork experiences.

III. ASSESSMENT OF CANDIDATES

1) *What advice do candidates receive about how they will be assessed?*

How candidates will be evaluated in fieldwork is discussed in quarterly fieldwork seminars. Candidates have access to models on the PLI website. For the PLI courses, specifics are outlined in the syllabi. Success is determined through a variety of methods. Grades are given in each course including the ED 498 series, Fieldwork Experiences. Courses connect to the PASC1 program standards and to the six California Professional Standards for Educational Leadership. The methodology and logic model for the Action Research Leadership Project is covered in depth in the fall quarter ED 411 research course and implemented at a K-12 school or district site. In addition, the candidate successfully completes a variety of field experiences. These are rated on various rubrics scored by the fieldwork supervisors and the school site supervisors. Candidates analyze their progress through a pre and post assessment and through biweekly reflections, and feedback is given by the UCLA fieldwork supervisors.

2) *When and how are candidates assessed for program competencies?*

Candidates are assessed through formative and summative evaluation methods. The UCLA PLI assessments fall into three areas: 1) field experience web-based portfolio (assess at the end of spring quarter), 2) UCLA coursework (end of each course) and, 3) the Masters of Education examination (end of spring quarter). For the field experiences, field supervisors use the WestEd document, *Moving Leadership Standards into Everyday Work: Descriptions of Practices* (2003), to inform the coaching and formative assessments for the PLI candidates at school sites. The WestEd document is based on the California Professional Standards for Educational Leaders (CPSELs) and provides the structure for the field experience plans. The web-based portfolio documents each candidate's field experiences, serves as each candidate's summative assessment and is evaluated by the school site supervisor, the UCLA field supervisor and the PLI director.

Formative and summative assessments are conducted in each UCLA/PLI content course, taught by university professors and professional instructors. Course reflections and projects are used as formative assessments and, in general, grades and final projects are considered as summative assessments.

A culminating piece of the assessment process is the Master of Education portfolio. The Master of Education is an examination process. The examination is an essay and oral presentation based the candidate's exploration of a marginalized group over the course of the program, which is closely linked to the fieldwork Action Research Leadership Project. It is expected that the PLI will take five quarters to complete: two summer quarters and three academic-year quarters. The data indicate that 97% of the candidates complete the coursework, the Fieldwork Portfolio and the Master's Examination by the end of the five-quarter program.

3) *Who assesses the candidates?*

- Professors and instructors, UCLA fieldwork supervisors, site supervisors (employers) and candidates.