

The Great Leaders for Great Schools Academy

The Great Leaders for Great Schools Academy is an alternative and experimental Tier I administrator credential program in the College of Education developed in collaboration with the Pomona Unified School District and funded by the United States Department of Education. Program admission is limited to certificated personnel in the Pomona Unified School District and subject to a rigorous nomination and selection process by the PUSD and CSU Pomona. Candidates for admission are required to have a bachelors degree, a valid teaching credential from the State of California, and five years of exemplary teaching experience in the Pomona Unified School District. The program is fully accredited by the California Commission on Accreditation.

Program Objectives

Project Goals, Objectives, and Outcomes

The goal of the proposed program is to **prepare practice-ready school administrators who can turn around underperforming schools in the Pomona Unified School District.** The goal will be accomplished through the implementation and completion of the four key objectives below. Please see Table 2 in the Evaluation section for a detailed list of measurable objectives and benchmarks.

Objective One: Implement a full-time administrative apprenticeship--Candidates will be released from teaching duties for two quarters (six months) to work as full-time administrative apprentices under the guidance of skilled principal-mentors. The range and scope of their duties will conform to the administrator credentialing standards of the California Commission on Teacher Credentialing (<http://www.ctc.ca.gov>).

Objective Two: Develop a cohort-based learning community--Organized in a cohort-based learning community, students will learn from each other, collectively share and explore ideas, collaboratively problem-solve, work in teams to produce various learning “products,” and will provide mutual support throughout the various stages of the program and beyond.

Objective Three: Develop an induction process to support and retain newly hired graduates--To support, encourage, and deepen candidate leadership development, the program will pair each candidate with an experienced mentor-principal during the first year and will follow up with an additional year of one-on-one executive coaching for candidates who are hired as new administrators. Additionally, newly hired administrators will be provided with bi-monthly seminars and workshops designed to deepen the knowledge, skills, and dispositions required to transform underperforming PUSD schools. Participation in bi-monthly seminars will be open to new administrators who wish to continue beyond the 24 month program.

Objective Four: Create and disseminate a model of urban school leadership preparation and development--Expanding the knowledge gained from the implementation of our innovative urban leadership program is critical. We intend to do this through both quantitative and

qualitative longitudinal research studies, published articles, professional and academic conference presentations, and the development of policy briefs for California State legislators.

Program Design

The Four Design Pillars

The design of our program differs from the traditional administrator preparation program in four important ways. First, our program provides each candidate with a six-month, full time administrative apprenticeship under the watchful eye of a highly experienced PUSD mentor principal. Unlike traditional programs that limit candidate exposure to the real world of administrative practice through part time and after-hours fieldwork activities, our program immerses candidates in the day-to-day challenges of administrative practice and draws upon the principles of experiential learning theory (Fenwick, 2003) to provide learning activities framed around authentic, real-world problems and events. Candidates will not only experience the daily rhythms and complexities of administrative work, they will receive ongoing and immediate feedback regarding the quality of their performance and formative assistance in the development of administrative skills.

Second, unlike the one-size-fits-all curriculum common to most traditional programs, our curriculum is targeted to meet the specific educational and organizational needs of the Pomona Unified School District and framed around state standards for administrative practice. As a result, graduates will possess the types of contextual knowledge and skills needed to move quickly, seamlessly, and with immediate impact into PUSD administrative positions. The school district's new plan to reconfigure schools into k-8 or 7-12 organizational divisions is an example of the unique challenges facing school administrators and underscores why our curriculum will need to differ from more traditional formats.

Third, unlike traditional programs that consist of a series of discrete courses within the domain of educational administration (e.g., school law, personnel, leadership, finance, etc.) our program integrates the various subject content areas in educational administration and anchors them within problems of practice (i.e., just as they are experienced by practicing administrators). During the weekly cohort seminars, candidates will collectively examine real world dilemmas and problems experienced during their apprenticeship activities while the instructor supports and enriches learning through the application of pertinent theories, concepts, and scholarly literature. In our program the emphasis is on applying specific problems of practice to stimulate knowledge, rather than on applying knowledge in the abstract to inform practice (LaPointe & Davis, 2007).

Fourth, our program will admit only six candidates per year through a rigorous nomination and screening process. Unsolicited candidate applications will not be considered. The successful candidate must provide evidence of the following accomplishments:

1. Consistently high evaluations of teaching.
2. Consistently high performance by candidate's student subgroups on California Achievement Tests and/or other formal district, state, or national assessments.
3. A record of sharing best practices and professional collaborations with colleagues

- and/or mentoring experiences with new teachers.
4. A record of service to the school in one or more of the following areas: a) governance, b) program and activity supervision, d) program development, e) community outreach and communications, f) budget development, g) student services, and h) staff development.
 5. A record of ongoing professional development in areas related to improving instructional or management skills for underperforming urban schools.
 6. A minimum of five years of teaching service in PUSD secondary schools.
 7. The development of a professional portfolio with documents and materials that illustrate and support excellence in teaching and service.
 8. Formal endorsement by the supervising school principal.
 9. Agree to work in the PUSD as an administrator for a minimum of three years following completion of the preliminary services credential and following initial employment as an administrator.
 10. Cal Poly Pomona faculty will further screen applicants to ensure that each meets university entrance and State credentialing requirements.

In summary, our innovative approach turns the traditional administrator preparation program on its head. Instead of relying upon timeworn top-down, instructor-centered methodologies, our program uses a bottom-up, learner centered approach based upon contemporary adult learning theory (Knowles, Holton, & Swanson, 2005). Our graduates will learn more, learn better, and will enter the workforce with the knowledge, skills, and dispositions needed to immediately address the district's most pressing site level educational and organizational problems. Our program design draws from, and is supported by, recent research on innovative administrator preparation programs by Stanford University (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007).

Program Structure

The program will conform to the California Professional Standards for Educational leaders, the Seven Standards for Principals developed by PUSD, and will address the diagnosed teaching and learning needs of the district's twelve secondary schools.

The program structure consists of two components:

1. A 12 month Tier I Administrative Credential Program (30 units)
2. A 12 month follow-up program that includes one-on-one executive coaching and advanced cohort seminars (units to be determined). Course units may be applied toward the Tier II Administrative Services Credential requirements.

Instructional activities for each cohort will occur over a 24 month period, beginning in late June and ending in mid June two years later. Candidates will be awarded a California Preliminary Administrative Services Credential (i.e., Tier I) at the completion of the apprenticeship activity (in June following year one). Second year activities are designed to support graduates who assume administrative positions in PUSD secondary schools. Candidates who are not hired as administrators during year two will participate in the seminar and workshop activities. However, executive coaching for these candidates will commence only when they become full time

administrators. Year II activities can be used by candidates to fulfill their Tier II credentialing requirements.

Each group of PUSD candidates will function as a cohort-based learning community. Cohort members will be active participants in the development and implementation of learning activities, collegial support, and a professional network (Barnett, Basom, Yerkes, & Norris, 2000). In this capacity, the cohort will become a forum for group problem solving, discourse, knowledge development, planning, and networking.

During the academic year, a weekly cohort seminar will be led by a Cal Poly faculty member who will align the site-based apprenticeship and fieldwork experiences with pertinent theories, concepts, and literature in the field. Cohort meetings will also be used for guest speakers and class visitations to other exemplary turnaround schools in the region. Academic credit hours will be assigned to introductory coursework, weekly cohort meetings, content modules, fieldwork, and the apprenticeship. A total of 30 quarter hours will be required for graduation from the Tier I program (see table 1).

Table 1: Proposed distribution of academic units

Great Leaders Academy: Academic Units (for Tier I credential)			
Summer: 2 Courses	6 units	Summer Quarter	6 units
Fall: Cohort Seminar	3 units		
Fall: Fieldwork	1 unit	Fall Quarter	6 units
Fall: Modules 1, 2	2 units		
Winter: Cohort Seminar	3 units	Winter Quarter	9 units
Winter: Modules 3, 4	2 units		
Winter: Apprenticeship	4 units		
Spring: Cohort Seminar	3 units	Spring Quarter	9 units
Spring: Modules 5, 6	2 units		
Spring: Apprenticeship	4 units		
	Total Units		30 units

Summer Quarter:

--Two Introductory Courses

The program for each cohort begins in June. Students will participate in two introductory four unit courses designed to provide a foundation of knowledge about school leadership in low performing urban schools, an understanding of the professional and personal dispositions needed to lead schools effectively, and the development of a professional philosophy and vision for urban school leadership and reform. These courses are already

part of the traditional Cal Poly Pomona Tier I curriculum and will be the only components of the new program that intersect with the existing Tier I program.

Course Foci

1. Introduction to theories and concepts of leading complex educational organizations
 - leadership
 - organizations (behavior theory, change theory, systems theory)
 - motivation theory
 - learning theory
 - adult learning theory
 - learning communities theory

2. Development of administrator dispositions, values, ethics

3. Reading List:
 Students will be provided with a “course reader” that contains key readings from the literature and research in the field of educational administration. Students will prepare an annotated bibliography that includes a review of each selection. Weekly cohort seminars will draw from these and other readings as appropriate.

Autumn Quarter:

--Weekly Cohort Seminar

Candidates will participate in a weekly three-unit cohort seminar that will support a structured and supervised fieldwork activity designed to introduce and orient candidates to the field of educational administration and to the unique contexts and assessed needs of the PUSD students and teachers.

Cohort seminars will be held at the PUSD and will provide learning activities that include group problem solving and analysis of fieldwork experiences. Scholarly readings, problem-based case activities, and guest speakers will also be used to link practice with key concepts and theories. Each student will develop a reflective journal and professional portfolio of fieldwork and cohort seminar learning activities and projects.

Cohort seminar foci:

Fall quarter: Managing Complex Urban Schools

- Environmental and social contexts
- Urban students
- Systems, structures, schedules, and school operations
- Technologies
- Gathering, assessing, interpreting, and using data

- Managing people
- The deployment of resources (fiscal, human, material)

--Two Content Modules

Students will also participate in two eight-hour content modules each quarter (total = 6) that will focus on critical administrative skills and competencies identified by PUSD district leaders. When appropriate, content modules will be presented at educational sites selected on the basis of their exemplary performance in the particular topic being covered in the module (e.g., data management, ESL instruction, instructional leadership).

Fall quarter:

- 1: Managing data to promote powerful teaching and learning
- 2: Leading instruction for English Language Learners: Curriculum and instructional programs

--Fieldwork (part time)

As is currently the practice in California, fieldwork is a non-funded after-hours project-based learning activity that supplements daily teaching duties. Fieldwork will take place at each candidate's home school while providing hands-on experiences in several key administrative competency areas: instructional leadership, personnel management and performance evaluation, program development, organizational change, data and evidence-based decision making, use of educational technology, planning and scheduling, maintaining a safe and productive learning environment, parent communications, collaborations, and involvement, communications, fiscal resource allocation and plant operations. The fieldwork activities are monitored by a site administrator and supervised by a Cal Poly Faculty member. Candidates must demonstrate evidence of competency through one or more of the following venues: a) direct observation by supervisor; b) project materials and work products; c) written analyses and assessments; and d) organizational performance metrics.

--Professional Portfolio:

Required elements

1. Annotated bibliography on each course reading
2. Reflective journal
3. Individual leadership inventories and assessments
4. Certification of administrative competencies
5. Individual apprenticeship induction plan
6. Competency-based work products and measures of achievement
7. Self-evaluation (fall, winter, spring quarters)
8. Formative and summative evaluation materials from mentor and university supervisor
9. Clinical correlations

Winter and Spring Quarters:

--Weekly Cohort Seminar

Cohort seminar foci:

Winter quarter: Leading Change in Complex Urban Schools

- Diagnosing school needs
- Planning for change
- Building and implementing a shared vision
- Administrative dispositions and values
- Decision-making and problem-solving
- Leadership styles and behaviors
- Improving teaching and learning

Spring quarter: Building a Sustainable Culture of Organizational Learning and Inquiry

- Democratic systems of school governance
- Establishing ongoing improvement processes
- Communications
- Political and symbolic contexts of organizational leadership
- Using research to advance practice

--Four content modules

Winter & Spring quarters:

- 3: Leading instruction for English Language Learners: Compliance issues and the law
- 4: Powerful teaching and learning: How effective administrators lead, supervise, evaluate, and support teachers in complex political environments
- 5: Communication
- 6: Master scheduling/administrative technologies

--Administrative apprenticeship (full time)

Full-time apprenticeship activities will occur in concert with the weekly cohort seminar, content modules, and off-site visitations to exemplary schools in the greater Los Angeles region. Apprentices will be placed among the twelve secondary schools in PUSD. The final determination of host schools will be made by PUSD district officials and CSU Pomona faculty. The apprenticeship activity will conclude at the end of the CSU Pomona academic year (usually in mid June). **See the following section for an in-depth description of the apprenticeship curriculum.**

--Professional Portfolio:

Each candidate will prepare and maintain a professional portfolio throughout the 12

month Tier I program. Portfolios must contain the following materials:

1. Annotated bibliography on each course reading
2. Reflective journal
3. Individual leadership inventories and assessments
4. Certification of administrative competencies
5. Individual apprenticeship induction plan
6. Competency-based work products and measures of achievement
7. Self-evaluation (fall, winter, spring quarters)
8. Formative and summative evaluation materials from mentor and university supervisor
9. Clinical correlations

School-year II:

--One-on-one executive coaching

Monthly individual coaching sessions will be provided to each Tier I graduate who is hired by the PUSD as an administrator. Coaching will be provided by Cal Poly educational administration faculty members for the purposes of providing formative (non-evaluative) guidance, resources, support, and to foster career retention.

--Monthly cohort seminars

Support for graduates who assume administrative positions in the PUSD consisting of monthly seminars, workshops, and ongoing executive coaching designed to focus on addressing specific educational problems and needs of students and teachers within the PUSD and to enhance and support the development of individual administrative skills. Each graduate who eventually acquires an administrative position in PUSD will participate in the “second year” support activities.

To participate in the program candidates must agree to work in the PUSD as an administrator for a minimum of three years after graduation and/or following their initial employment in an administrative position.

Program Curriculum and Instruction

Guiding Principles

Analyses of PUSD secondary school student achievement tests reveals significant differences in the performance of Whites and Hispanic, African-American, English learners, and Special Needs learners on English/Language Arts and Math competencies. To address these achievement gaps, the district intends to identify and prepare school administrators who can promote culturally and ethnically appropriate instructional practices, establish productive relationships with culturally diverse parents and communities, use school and student data to inform reform efforts, and build

shared visions and collaborative communities of practice at their schools. To these ends, the curriculum is informed by the following guiding principles.

1. The development of **instructional leadership** skills for urban school environments.
2. Learning that is **context-specific**, transformative, and experiential.
3. Leading schools for equity, access, success, and **opportunity for all** learners.
4. The application of **data-driven** and evidenced-based leadership for powerful teaching and learning.
5. Creating a powerful and enduring **learning community** through structured cohort learning activities.
6. Developing **ethical and self-reflective** leaders.
7. Developing a **culture of inquiry** and self-renewal within schools (e.g., a learning organization)
8. Creating **collaborative systems** for school-wide decision-making and governance.
9. Identifying and accessing important **community and business resources**.
10. The integration and **synthesis of theory and practice** via problem-based learning.

Guiding Questions

The curriculum will be framed around six critical questions of practice in the PUSD:

1. How can the PUSD *close the academic performance gap* between special needs students, ELL students, and regular education students?
2. How can the PUSD advance the levels of academic proficiency across all student subgroups in the district at a rate that *achieves the goals of No Child Left Behind*?
3. How can the PUSD develop school leaders who can effectively *diagnose their school's needs and lead collaborative change efforts* constructed upon a common vision and a thoughtful analysis of school performance data?
4. How can the PUSD develop school leaders who can effectively promote, inspire, and *support powerful teaching and learning* for all students?
5. How can the PUSD develop school leaders who possess a combination of decision-making, ethical, political, interpersonal, and management *skills to lead complex urban schools*?
6. How can the PUSD develop school leaders who *establish a culture of inquiry* at their schools that supports enduring organizational improvement processes and systems at their schools?

Curriculum Construction

Apprenticeship

A full-time one-semester apprenticeship will serve as the centerpiece of the curriculum. To address the PUSD's most pressing needs, the apprenticeship program will focus on preparing school administrators to work in the newly configured k-8 and 7-12 academy schools. The apprenticeship will be structured around CPSEL and PUSD administrator standards and will include the development of a professional portfolio containing authentic work products, personal learning plan, formative and summative performance assessments, personal reflections, and assignments from thematic coursework and problem-based learning activities.

During the apprenticeship, students will be released from their teaching duties to work full-time under the direction of an experienced school principal and a university faculty supervisor. Participating principals will serve as mentors and will be trained by the district and Cal Poly in the roles and responsibilities of mentorship. Candidates will be paid at the rate equivalent to their current teaching and benefits compensation scales. For the first five years, the grant will cover these costs. It is our intent, however, to immediately begin the process of building internal funding capacity and to seek other sources of supplemental funding. Principal-mentors will be paid at the rate of \$5,000 per year.

As apprentices, candidates will further develop the administrative competency areas introduced during the fieldwork activity through full-time and daily exposure to the various tasks of school leadership. Apprentices will be expected to participate in, oversee, and observe every dimension of school leadership. Moreover, they will learn how to apply the outcomes of student learning assessments and teacher performance assessments to the development of targeted educational interventions and programs. Candidates will be immersed in the culture of their host schools, will have full and continuous exposure/access to the work of the principal and assistant principals, and will be held accountable for the performance of assigned administrative tasks.

Apprenticeship experiences will serve as the foundation upon which other learning activities are developed. Knowledge acquisition and skill development will occur concurrently. Rather than treating educational administration subject matter and fieldwork as a series of discrete and disconnected topics and activities (e.g., leadership, school law, finance, personnel, etc.) these topics will be integrated and explored through the perspectives of cohort members who will bring real-world problems and issues experienced during their apprenticeship activities to weekly cohort seminars for collective problem solving and analysis.

Apprenticeship: General Design Principles

- a) Apprenticeship activities are aligned with CTC & PUSD standards
- b) Broad exposure to administrative duties
- c) Individualized learning plan
 - learning objectives, tasks, products, assessment criteria
 - candidate pre-apprenticeship assessment

- candidate post-apprenticeship assessment
- developmental learning approach (e.g., from basic to advanced)
- tailored to meet candidate's growth needs (formative emphasis)
- d) Candidate competency benchmarks
 - incremental assessments of competency (summative emphasis)
 - competency rubrics (meets standard, exceeds standard, does not meet standard)
- e) Mentoring
 - mentor principals are trained and monitored by CSU faculty

Apprenticeship: Candidate Roles and Responsibilities

- a) Leads a school reform initiative (collaboratively planned)
- b) Completes pre- and post-apprenticeship inventory assessments: leadership skills, problem-solving and decision-making
- c) Leads staff development workshop
- d) Develops data-based improvement plan for ELL and Special Needs instruction (this can coincide with criteria "a" above)
- e) Improves learning and working climate
- h) Gains experience with and/or exposure to:
 - student behavior management
 - teacher supervision/evaluation
 - facilities & grounds management
 - master scheduling
 - budgeting
 - faculty and committee meeting management
 - strategic planning
 - ELL and Special Needs students
 - student activities and athletics
 - parent meetings (individual and group)
 - school-wide governance meetings
 - community engagement and communications
 - data analysis for instructional improvement
 - administrative technology
 - student attendance systems
 - academic counseling services
 - supplemental student services
 - problem solving
 - conflict resolution
 - working with ethnically and linguistically diverse stakeholders
 - seeking and using external resources that matter for learning

Apprenticeship: Candidate Competency Criteria

Each candidate will demonstrate mastery of competency benchmarks in the following areas:

- Ethical and reflective leadership

- Instructional leadership
- Operations management
- Leading organizational change and renewal processes
- Leading people
- Student management and support
- Community relations
- Fiscal resources management
- Legal applications
- Conflict management
- Problem solving
- Building positive relationships
- Leading politically and culturally diverse stakeholders
- Educational technology
- Analysis of data to improve teaching and learning

Practice-centered curriculum

Unlike traditional educational administration credential programs that organize the curriculum around discrete academic subjects (e.g., personnel, law, finance, etc.), our curriculum is anchored in real problems of practice. Students will bring problems and issues experienced during fieldwork and apprenticeship activities to the weekly cohort seminar for discussion and analysis. The instructor then enriches classroom dialogue with activities and materials drawn from relevant theories and scholarly literature and that are aligned with CTC and PUSD leadership standards.

The weekly cohort seminars will be structured around the following thematic areas, 1) Managing Complex Urban Schools, 2) Leading Change in Complex Urban Schools, and 3) Building a Culture of Organizational Learning and Inquiry. These three themes encompass a wide range of school leadership competencies and will emphasize leadership strategies for improving the English/Language Arts and Math competencies of targeted PUSD students (English learners, Special needs students, Hispanic and African-American students from disadvantaged backgrounds) and for managing the district's reconfigured schools (e.g., k-8, 7-12, academies).

Each candidate will be required to present problems of practice to the cohort that were encountered during apprenticeship activities and that are related to one of the thematic areas. Collectively, the cohort, under the facilitation of the Cal Poly faculty instructor, will examine problems through multiple lenses (e.g., legal implications, curriculum design, instructional strategies, school-home communications, analysis of data, use of technology, teacher professional development, master scheduling, fiscal management, etc.). The instructor will focus the process and introduce new knowledge by providing appropriate literature, research, or other pertinent instructional materials. In this manner, learning activities will simulate the complex and diverse integration of problems, topics, and skills of real world administrative practice in the PUSD.

Candidates will also develop several “clinical correlations” relating to the problems presented to the cohort that includes, a) a written synthesis of the relevant literature, b) a self-reflective essay, c) an analysis of various problem-solving scenarios that includes educational, ethical, legal, political, management, and fiscal ramifications, and d) a critical analysis of actual decision outcomes. Clinical correlations will form the basis of a candidate’s quarterly grade in the cohort seminar and will be included in the candidate’s professional portfolio.

The development and assessment of student administrative competence will also occur through the mentoring relationships that are part of the fieldwork and apprenticeship activities. Site mentors, in concert with Cal Poly faculty members, will guide, coach, and counsel each candidate as he/she moves through the various stages of the Tier I credential program. Much of this activity will be formative in nature and designed to address the individual learning needs of each candidate.

During the Winter and Spring quarters, candidates will participate in several full-day visitations to schools with similar demographic characteristics to those in PUSD and that have been successful in advancing student academic performance, graduation rates, and enrollment in post-secondary educational programs. When appropriate, visitations will be aligned with specific content modules to provide students with focused and high impact learning activities. During each day-long visitation, candidates will observe and interview the host principal and assistant principals, review school performance data, talk with academic department chairs about school-wide reform initiatives, observe classes, and meet with parent representatives to better understand how the principal interacts with important school stakeholders. Particular focus will be placed on profiling the principal’s leadership skills, behaviors, decisions, and dispositions. Candidates will develop in-depth case study analyses of each school visited that includes detailed leadership profiles of each principal. Narratives will align school and leader characteristics with relevant theories and concepts about effective organizational leadership. Visitations to selected turnaround schools in the Inland Empire region will provide candidates with exposure to successful school reform efforts and the principals who led them.

During the second year of the program, each candidate who is hired as an administrator in the PUSD will work under the guidance of an executive coach who will provide formative and developmental assistance during the critical first year on the job. Coaching will be tailored to the individual needs of each graduate and aligned with school and school district mission and goals. Candidates will also attend monthly cohort seminars and workshops designed to deepen and strengthen the knowledge, skills, and professional dispositions acquired during the first year. Particular focus will be placed on addressing specific problems of practice in PUSD through the use of advanced readings, group problem solving, presentations by and discussions with experts in the field, and case study analyses.

Integrated subject content

In the real world of schools, craft knowledge and skills are relational rather than discrete. Because of this, subjects such as law, personnel, finance, operations, leadership, public relations, technology, teacher evaluation, curriculum (and others) are taught as interrelated topics in a form and fashion that replicate real world contexts and situations. For example, a problem involving racial conflict on a PUSD campus may be addressed in class through an integrated analysis of several intersecting factors (e.g., legal, public relations, instructional, organizational, communications, policy development, etc.).

Content modules

In the best of all possible worlds, every important topic and skill in educational administration would be adequately covered as part of the fieldwork and apprenticeship activities. Realistically however, some of the knowledge, skills, and dispositions needed to lead schools may not be adequately covered through these venues and must be presented through targeted classroom experiences. Our program will address this issue by providing a series of short learning modules during fall, winter, and spring quarters that are designed to address key administrative proficiencies (e.g., master scheduling, ESL instruction, data management, instructional leadership). Each module will be 8 hours in length and will draw from a variety of instructional methods (e.g., problem-based learning, case analysis, lectures, readings, team projects, and field trips). When appropriate, content modules will be taught at showcase locations (school sites, district offices, other that represent best practice).

Assessment of Candidate Competency

Comprehensive assessment criteria:

- apprenticeship and fieldwork competency performance rubrics
- performance in academic coursework
- mentor and supervisor observations
- the completion of a professional portfolio
- relevant school outcome data

Competency benchmarks:

Each candidate must meet established competency benchmarks. These are progressively more complex as the program unfolds. Quarterly assessments will be made of each candidate's progress toward the benchmarks. Benchmarks will be based upon CTC professional standards and PUSD leadership standards, and each will be assessed according to a performance rubric (does not meet standard, meets standard, exceeds standard).

Collaborative program implementation and governance

The program will be governed by a steering committee of ten Cal Poly faculty and PUSD administrators. The steering committee will set broad program policy and direction, monitor program activities, and assess program progress toward essential goals. It will also provide program budget oversight. The steering committee will meet monthly during

the first year and quarterly thereafter. The annual program evaluation report will be reviewed by the committee and will be used to shape program revisions and refinements.

Instructional, mentoring, and candidate supervisory responsibilities will be shared by both Cal Poly faculty and PUSD personnel.

Instruction

Instructional roles and responsibilities will include direct participation by both university faculty members and school district administrative leaders. In each dimension of the curriculum, partnering and/or collaborative planning and co-teaching will occur. Primary, oversight of the instructional program will reside with Cal Poly Pomona educational administration faculty. Stipends will be provided to participating PUSD personnel (including mentors), guest speakers, and Cal Poly faculty members (see budget narrative).

In all phases of the program, instructional practices will align closely with the principles of adult learning (Knowles, Holton, & Swanson, 2005), situated cognition (Lave & Wenger, 1991), and experiential learning (Fenwick, 2003) and will emphasize student-centered rather than teacher-centered learning activities.

Mentors will be selected from PUSD administrative staff and will be trained and evaluated by Cal Poly and PUSD program directors. It is anticipated that Cal Poly and PUSD will partner with Springboard Schools in the development and implementation of program activities, including (but not limited to) mentoring and executive coaching functions.

Recruitment and Selection

The recruitment of program candidates will be a highly selective and rigorous process. As such, self-selection will not be an option. To be eligible, teachers must be nominated by their supervising principals and must meet the following criteria:

1. Consistently high evaluations of teaching.
2. Consistently high performance (i.e., proficiency and/or growth) by subgroups on California Achievement Tests and/or other formal district, state, or national assessments.
3. A record of sharing best practices and professional collaborations with colleagues and/or mentoring experiences with new teachers.
4. A record of service to the school and/or district in one or more of the following areas:
 - a) governance, b) program and activity supervision, d) program development, e) community outreach and communications, f) budget development, g) student services, and h) staff development.
5. A record of ongoing professional development in areas related to improving instructional or management skills for underperforming urban schools.
6. A minimum of five years of teaching service in PUSD secondary schools.

7. The development of a professional portfolio with documents and materials that illustrate and support excellence in teaching and service.
8. Formal endorsement by the supervising school principal.
9. Agree to work in the PUSD as an administrator for a minimum of three years following completion of the preliminary services credential and following initial employment as an administrator.

A final cohort of six candidates will be selected by the superintendent (or designee). The final selection protocol will involve, a) portfolio review, b) interview, c) observation of teaching by district administrators. All candidates must be in possession of a valid California teaching credential. Cal Poly Pomona faculty will further screen applicants to ensure that they meet university and College of Education entrance requirements.

Retention and Support

The program is designed to enhance the retention and support of new administrators through the following activities:

a) Before becoming principals, candidates will progress through tiered career stages (e.g., dean, assistant principal, associate principal). Each stage will consist of developmentally more rigorous roles, tasks, and responsibilities. The purpose is to develop administrative expertise incrementally and purposefully. A progressive system of career advancement and professional development is intended to build candidate capacity strategically, carefully, and deeply (Peterson, 2001). This process is currently in the planning stages with an expected implementation schedule beginning in 2009-2010.

Although the level of individual readiness for higher levels of administrative responsibility will vary among candidates, the typical career progression in PUSD would involve two years as dean, two years as assistant principal, and two years as associate principal. Exceptions will be made for candidates who demonstrate exceptional leadership skills.

b) Executive coaching will be provided to each candidate during his/her first year as an administrator. Coaching will also be provided to veteran administrators upon request or as part of the administrator's performance evaluation professional development plan. Each candidate will receive 12 individual coaching sessions of 90 minutes each by tenure line CSU faculty members. The coach's role is to deepen candidate knowledge, skills, and dispositions and to provide professional guidance, formative feedback, and resources.

c) During the first year of employment as PUSD administrators, candidates will participate in monthly cohort seminars. In addition, seminars will also be open to support program graduates after the second year of employment as a PUSD administrator.

d) To participate in the program candidates must agree to work in the PUSD as an administrator for a minimum of three years after graduation and/or following their initial employment in an administrative position.