

Field Experience Handbook

EDAD 578 Supervised Field Experience at the School Level (1-3 cr)

Preliminary Administrative Services (Tier 1) Credential

School of Education
La Sierra University
Department of Administration and Leadership

January 2013 Edition

Field Experience Handbook

Revision January 2013

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School of Education
La Sierra University
Department of Administration and Leadership

IF YOU HAVE QUESTIONS:

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COURSE DESCRIPTION

EDAD 578 Supervised Field Experience at the School Level (1-3)

Internship and observation in public schools. Fulfills the fieldwork requirements for the California Preliminary Administrative Services Credential.

Prerequisite: Recommendation of the department chair; certificate of clearance.

This course is designed to meet the field experience requirement in administration for the California Preliminary Administrative Services (Tier 1) Credential. The field experience is designed to provide you with opportunities to observe and experience the application of theoretical concepts of school administration in school settings. Your activities will consist of **experiences at two different school sites representing different school levels** (elementary, middle, or high school).

Your experiences should consist of activities reflecting all or most of the Interstate School Leaders Licensure Consortium (ISLLC) standards, and will include activities representing both day-to-day functions of administrators and longer term policy design and implementation functions.

The field experience is to be conducted in schools representing a cross-cultural mix of students. The experiences are to cover a reasonable span of time in order to participate in the broadest range of activities.

PREREQUISITES

1. Make application at least one quarter before time of enrollment for fieldwork to the Department of Administration & Leadership.
2. Provide the Department of Administration & Leadership with a photocopy of your Certificate of Clearance.
3. Have maintained at least a 3.0 GPA in all graduate work to date.
4. Have completed (including current courses enrolled) a minimum of 21 quarter credits toward the Preliminary Administrative Services Credential program.

COURSE OBJECTIVES

This course is designed to help the student gain insight into the duties and responsibilities of school administrators and to gain practical experience by participation in such activities. The following general objectives represent those curriculum areas most directly related to the candidate's participation in the field experiences portion of the program:

Development of Professional Perspectives

1. Application of theory, concepts, understandings, and skills in circumstances comparable to those in which he will work in the future.
2. Opportunity to evaluate and further develop his own competencies by application of his knowledge, skills, abilities, and concepts, in actual practice.
3. Acquisition of concept of responsibility at both the intellectual and emotional levels.
4. Gradually increased confidence by practicing his profession without carrying the full responsibility.

Administrative Concepts and Management Strategies

5. Achieving in a comparatively short time many of the insights acquired during the supervisor's lifetime of experience.

Working with Diverse Populations

6. Experience with students, staff, parents and community members from varying economic, cultural, and ethnic backgrounds.

DEFINITION OF TERMS

Candidate refers to the graduate student working toward the Preliminary Administrative Services Credential.

Site Supervisor refers to the individual holding the administrative or supervisory position under whose guidance the candidate is receiving the on-the-job training.

University Advisor refers to the University instructor under whose direction the graduate student is working for his or her fieldwork experiences.

THE CANDIDATE

TIME REQUIREMENTS

The student will **complete a minimum of 200 clock hours** under the direction of the University Advisor and the Site Administrator. During this time the student will maintain a log or diary of his activities. This log will be reviewed by the University Advisor periodically.

ACTIVITIES

In order to meet the objectives listed, the candidate **shall engage in fieldwork activities at two or more school sites**. The fieldwork experience should also assist the candidate in the development and demonstration of the following specific competencies as specified in the California Credential Commission standards. The experiences shall include activities that

represent day to day functions of school administration as well as long-term or policy items. ***The candidate shall prepare a fieldwork proposal in consultation with the University Advisor and Site Supervisor.***

Suggested activities:

For each of the ISLLC standards, activities designed to assist the candidate in the attainment of those competencies are suggested as follows.

Some of these activities represent day to day functions of school administration, and some represent long-term or policy items.

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

- Design an action plan for the improvement of school climate.
- Review and analyze the school's mission statement and multi-year strategic plan.

Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

- Prepare a written report explaining the school's federal and state mandated programs.
- Prepare an analysis of the formal and informal power structures in the school.
- Prepare a plan for the development and evaluation of a curricular innovation.
- Prepare a report showing ethnic and language trends in the school and the potential impact on curriculum and instruction.
- Prepare and present an in-service for certificated personnel on some aspect of learning theory or instructional practice.
- Prepare an action plan for the improvement of student achievement.
- Participate in or observe an instructional conference, or an interim or summative evaluation conference with a member of the instructional team.

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

- Observe and analyze a school administrative team meeting conducted by the site principal.
- Observe a principal-parent meeting.
- Become familiar with and evaluate the attendance accounting practices at the school.
- Prepare and analyze an activity log of the site principal's activities for at least a one-day period of time.
- Conduct or assist in all, or part of, a regular faculty meeting.
- Observe a student discipline conference.
- Prepare a proposal for improving school safety.
- Summarize and evaluate the school district's recruitment, selection, assignment and dismissal procedures.
- Review and evaluate the school district's affirmative action policy and procedures.
- Become involved in some aspect of the collective bargaining process which may include attendance at a grievance meeting, attendance at a bargaining session, or analyzing a collective bargaining agreement.
- Conduct an actual or simulated screening for a classified or certificated position.
- Prepare a report to the principal outlining suggestions for maximizing staff morale and productivity.
- Examine the job descriptions for classified staff at the school.
- Participate in the preparation or revising of the classified staff job descriptions.
- Demonstrate to the site principal an understanding of the district's budgeting process.
- Conduct or participate in a safety report which examines the school's procedures and physical plant in terms of potential liability to the district.
- Write a school technology plan.
- Become familiar with the data management system of the school.

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- Write a press release describing a controversial and a non-controversial component of the instructional program at the school.
- Observe and critique a parent-student teacher conference.
- Analyze the school's processes for partnering with the community and make suggestions for increased and/or improved partnerships.
- Review the school's methods of obtaining feedback and suggestions from the community.
- Review the school's methods for presenting information to parents and to the broader community.

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

- Review the district's Board Policy Book and discuss with the principal or Site Administrator compliance or possible non-compliance issues related to school practices.
- Review, and suggest updates or improvements, for the *Student Handbook*.
- Review, and suggest updates or improvements, for the *Parent Handbook*.
- Review, and suggest updates or improvements, for the *Teacher's Handbook*.
- Review, and suggest updates or improvements, for the *Teachers' Aide Handbook*.
- Review, and suggest updates or improvements, for the *Volunteer's Handbook*.
- Observe and evaluate a parent-teacher conference.
- Observe and evaluate a parent-administrator conference.
- Observe and evaluate a special education conference.

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

- Attend and evaluate at least one meeting involving a school site council or other quasi-governing body.
- Prepare a report identifying the community's formal and informal influence groups.
- Consider the school's or the administrator's role in influencing and shaping public policy and community perceptions.

PORTFOLIO

The primary purpose of the portfolio is to demonstrate the candidate's understanding of, and experience in, the areas described by the six ISLLC standards. To improve the functionality of the portfolio, records, documents, reports, and reflections should be organized according to the ISLLC standards.

During the fieldwork experiences, the candidate will collect copies of related documents. Such documents shall include those directly produced by the candidate, such as papers, plans, and proposals. Other documents, such as agendas and minutes, related to the fieldwork activities should be included also.

REQUIRED FORMS

To assist the candidate in compiling the necessary forms at the conclusion of the field experiences, a cover sheet is provided at the end of this handbook.

The Fieldwork Proposal. Using the suggested activities list as a guide, and in consultation with the site administrator, the candidate shall prepare a field experiences proposal for each site. The proposal shall include planned activities in all, or most of, the areas described by the ISLLC standards and include activities that represent day-day-day administrative activities as well as longer-term policy design or implementation activities.

Proposal is submitted PRIOR TO participating in the field experiences and is signed by the Candidate, the Site Supervisor, and by the University Advisor..

Fieldwork Log. The candidate shall complete a Fieldwork Log describing the activities in which he or she participated. A Fieldwork Log shall be completed for each school.

The Fieldwork Summary. The candidate will present to the University Advisor a written summary of his or her activities ***and an analysis of the skills, knowledge, and attitudes acquired or modified.*** This Fieldwork Summary is due at the close of the fieldwork experiences at each site.

Site Administrator Evaluation Form. The candidate is responsible to be sure that the site administrator completes and mails the completed and signed form to the university advisor before the end of the quarter in which the candidate completes his or her fieldwork activities.

THE SITE SUPERVISOR

A significant aspect of the professional preparation of school administrators and supervisors is that which provides actual on-the-job experience under the immediate supervision of a practicing school administrator and the general direction of a college or university instructor. Such experience is variously referred to as an internship, fieldwork, or field experience.

The needed supervision entails: (1) planning the activities in both administration and supervision with the candidate; (2) providing regular guidance and advice for the candidate with respect to processes, and standards of accomplishment; (3) verifying that the candidate has completed the activities; and (4) evaluating the effectiveness with which the field experience was accomplished. Evaluation shall consist of formative, regular communication with the candidate and summative evaluations to be completed at the completion of the candidate's experiences. The candidate, to the extent that his qualifications permit, should have opportunities for authentic administrative and leadership experiences in the areas assigned.

It is true that careful supervision of a candidate seeking such experience will take some time, but it is also true that the candidate can become an efficient assistant to the supervisor in making administration more complete and effective. The candidate should relieve the supervisor of some time and obligation with respect to committee meetings, the construction of schedules, the production of reports, the planning aspects of the program, and other countless assignments which impinge upon the time of administrators.

An extremely significant contribution that administrators can make is the sharing of their years of experience with a potential administrator. The candidates, whose training is thus enriched, will carry on the successful plans and techniques acquired for many years to come in other schools and school systems. Through them, the rich experience of an administrator will bring about better instruction for pupils and increasing excellence in the practice of administration.

CRITERIA

The Site Supervisor must meet the following criteria:

1. Hold an administrator's credential or equivalent.
2. Have completed a minimum of three years experience as a school administrator.
3. Have been an administrator in the present school at least one year.

SELECTION

Selection of the site supervisor (and the school site) is a collaborative endeavor among the candidate, the school district, the site supervisor and the university advisor.

The candidate may suggest or propose the names of potential Site Supervisors to the University Advisor. The candidate may even make informal inquiries as to the interest or availability of potential administrators. The University advisor has the responsibility to evaluate the suitability of suggested or proposed supervisors based on the stated criteria. The district administrator will, in consultation with the University advisor, approve or disapprove of suggested or proposed names for the candidate's site administrator and/or may propose other names. The site administrator has the final decision as to whether or not to accept the responsibility for supervising the candidate. It is the University advisor's responsibility to coordinate the communication and make final assignment of the site administrator. **The candidate is not to report for assignment to any school site without receiving notice of**

final approval of the site administrator and site from the University Advisor.

In no case can Fieldwork be done in schools which are not accredited. Fieldwork is to be done in public schools.

RESPONSIBILITIES

The Site Supervisor shall work with the candidate in providing activities which meet the Fieldwork requirements as described in this Handbook. Since the candidate will complete the Fieldwork experiences in at least two schools, it will be *the responsibility of the candidate* to be sure that in those two experiences, all of the responsibilities will be met.

The Site Supervisor shall work with the candidate in designing a program of activities which will enable the candidate to engage in activities in all or most of the ten areas listed on pages 4 and 5 of this handbook. Completion of those activities shall be verified by initialing the various activities as listed on the Fieldwork Summary Form as they are completed, and signing the form when all of the fieldwork activities are completed. *It will be the candidate's responsibility to fill out this form and bring it to the Site Administrator for initials or signature.*

EVALUATION

The Site Administrator will complete an evaluation of the candidate at the end of the fieldwork experiences. Use the form that follows these instructions. It is important that this form be sent in early enough so that the University Advisor can submit a grade to the Registrar in a timely manner. Please return this completed form to the University Advisor by the final day of classes (prior to finals week) for the quarter for which a grade should be recorded.

THE UNIVERSITY ADVISOR

It is the responsibility of the University Advisor to approve the candidate's proposed activities plan, and to make all necessary contacts with District and School Administrators. The University Advisor will oversee the fieldwork activities of the candidate to assure that all of the responsibilities have been met.

The University Advisor will make at least one visit to each of the candidate's fieldwork site to provide counseling and first hand information about the candidate's progress in his or her fieldwork activities. In addition to the site visits, the University advisor will make contact by phone, e-mail, or fax as needed with the Candidate and with the Site Supervisor.

The University Advisor will review the Candidate's portfolio and evaluations and will assign a grade of *satisfactory* or *unsatisfactory* for the course.

FORMAT FOR FIELD EXPERIENCES PROPOSAL

Candidate's Name: _____

Fieldwork Site: _____

Prepare a list of proposed field experience activities for each school site. Your experiences must reflect a balance of the indicated competency areas and as well as a balance of the day to day and the long term or policy type activities.

Use the suggested activities identified earlier in this document as a guide to possibilities.

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

- day-to-day administrative activities

- longer-term policy or implementation activities

Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

- day-to-day administrative activities

- longer-term policy or implementation activities

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

- day-to-day administrative activities

- longer-term policy or implementation activities

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- day-to-day administrative activities

- longer-term policy or implementation activities

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

- day-to-day administrative activities

- longer-term policy or implementation activities

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

- day-to-day administrative activities

- longer-term policy or implementation activities

Proposed activities approved by:

Candidate _____ Date: _____

Site Supervisor _____ Date: _____

University Advisor _____ Date: _____

FORMAT FOR FIELDWORK LOG

Candidate's Name: _____

Fieldwork Site: _____

<u>Description of Activity</u>	<u>Date(s)</u>	<u>Total no. of hours</u>
<u>Sample entries</u>		
<i>Met with Susan Jones to discuss activities. Was introduced to the principal, office staff, some teachers, the librarian and the grounds keeper.</i>	11/25/06	1/2 hr
<i>Was introduced to the computer system for managing student data. Learned how to access student records in discipline attendance. Learned to generate and print various types of reports.</i>	11/25/06	2 hrs
<i>Took a tour of the school site. Visited the cafeteria, teachers' lounge, playground, audio visual room, computer lab, and the library.</i>	11/25/06	1 hr

(Use as many pages as necessary to complete this log.)

Candidate's Signature _____ Date _____

Supervisor's Signature _____ Date _____

FIELDWORK SUMMARY FORMAT

Name of Candidate: _____ Date: _____

Name of Fieldwork Site: _____

A. Indicate the degree to which your actual activities reflected your plan.

B. Write a summary of major learnings, skills, and concepts gained from your field experiences at this site.

- Theoretical Reflections

- Practical Insights gained

La Sierra University
Preliminary Administrative Credential
Candidate Evaluation by Site Supervisor

Candidate's Name: _____ Date: _____

Supervisor: _____ Position: _____

School Site: _____

The candidate named above has recently completed his field experiences activities for the Preliminary Administrative Services Credential under your supervision. Please evaluate this candidate by completing this form. We sincerely appreciate your assistance in this regard.

Please use the following scale:

0 = not effective 3 = normal effectiveness 5 = very effective

Part 1, The candidate's professional qualifications

Based on your observation of this candidate, please circle the number that most accurately conveys how effectively each of the competency standards have been met by this candidate.

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.* 0 1 2 3 4 5

Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.* 0 1 2 3 4 5

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.* 0 1 2 3 4 5

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.* 0 1 2 3 4 5

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.* 0 1 2 3 4 5

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.* 0 1 2 3 4 5

Part 2, The candidate's personal effectiveness

Based on your understanding of this candidate, please circle the number that most accurately conveys how effective this candidate would be as an administrator in each of the following areas.

Please use the following scale:

0 = not effective 3 = normal effectiveness 5 = very effective

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Understanding of and working with students | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Understanding of and working with diverse populations | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Understanding of and working with parents and community | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Understanding of and working with peers | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Understanding of and working with supervisors | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Ability and desire for continuous professional development | 0 | 1 | 2 | 3 | 4 | 5 |

Other observations

With this signature I verify that:

- a. the Candidate has completed all or most of the activities listed in the field experiences
- b. I have provided regular and meaningful feedback on this candidate's progress.

Signature of Site Supervisor _____ Date _____

Please return this completed form to:
 Department of Administration and Leadership
 School of Education
 La Sierra University
 4700 Pierce Street
 Riverside, California 92515-8247

Preliminary Administrative Credential

Site Supervisor Evaluation by Candidate

Candidate's Name: _____ Date: _____

Supervisor's Name: _____

Please complete this evaluation form to let us know to what extent the site supervision you received in your recent field experiences program was useful in preparing you to assume an administrative position.

Please circle the number that most accurately conveys your view as to the effectiveness of the site supervision you received. 1 = not effective 5 = very effective

- | | | | | | |
|---|---|---|---|---|---|
| 1. Nature of tasks assigned | 1 | 2 | 3 | 4 | 5 |
| 2. Orientation to tasks | 1 | 2 | 3 | 4 | 5 |
| 3. Feedback and guidance during tasks | 1 | 2 | 3 | 4 | 5 |
| 4. Feedback following completion of tasks | 1 | 2 | 3 | 4 | 5 |
| 5. General quality of communication | 1 | 2 | 3 | 4 | 5 |

Additional Comments

**Preliminary Administrative Credential
Log of University Advisor Contacts**

Candidate's Name: _____

Fieldwork Site _____

Date of Assignment _____

Site Supervisor _____

Telephone, Fax, e-mail or other communications modes _____

Monthly Contact Log

Date									
Means of									
Notes									

Site visits/conferences log

Date (initial meeting) _____

Issues discussed, activities observed, counsel or advice given, etc.

Date (site visit) _____

Issues discussed, activities observed, counsel or advice given, etc.

Date (site visit or phone conference) _____

Issues discussed, activities observed, counsel or advice given, etc.

Preliminary Administrative Credential

Follow-up Program Evaluation by Candidate

Candidate's Name: _____ Date: _____

Please complete this program evaluation form to let us know to what extent the credential program was useful in preparing you to assume an administrative position. This program evaluation asks for feedback in the areas of Curriculum, Competencies, and Coursework:

Curriculum and Competency Standards

Please circle the number that most accurately conveys your view as to how effectively each of the curriculum or competency standards were met in your program.

Please use the following scale: 1=not effective; 5 = very effective

Curriculum Standards

How effective was the program in terms of each of the following curriculum areas?

- | | | | | | |
|--|---|---|---|---|---|
| 1. Development of Professional Perspectives
<i>educational organizations, theories, principles,
philosophy, community</i> | 1 | 2 | 3 | 4 | 5 |
| 2. Curriculum, Instruction, and Assessment | 1 | 2 | 3 | 4 | 5 |
| 3. Administrative Concepts and Management Strategies | 1 | 2 | 3 | 4 | 5 |
| 4. Role of Schooling in a Democratic Society | 1 | 2 | 3 | 4 | 5 |
| 5. Working with Diverse Populations | 1 | 2 | 3 | 4 | 5 |

Competencies

How effectively do you believe that this program prepared you in each of the following areas?

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.* 0 1 2 3 4 5

Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.* 0 1 2 3 4 5

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.* 0 1 2 3 4 5

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community* 0 1 2 3 4 5

resources.

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.* 0 1 2 3 4 5

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.* 0 1 2 3 4 5

Coursework

Please circle the number that most accurately conveys your view as to how useful and meaningful each of the following classes was in helping you prepare for a school administration and leadership position.

0= not taken at La Sierra University
1= not useful or meaningful; 5 = very useful or meaningful

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. EDAD 524; Educational Organization and Leadership | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. EDAD 540; Personal and Philosophical Aspects of Leadership | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. EDAD 545; Supervision of Instruction | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. EDAD 570; Human Resource Administration in Education | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. EDAD 574; Legal Aspects of Education | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. EDAD 576; School Administration, K-12 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. EDAD 578a; Supervised Field Experience at the School Level | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. EDAD 570; School Finance | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. EDET 575; Leadership and Change in Educational Technology | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. EDCI 514; Curriculum Planning | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. EDCI 552; Analysis of Curricular Alternatives | 0 | 1 | 2 | 3 | 4 | 5 |

Additional Comments

COVER SHEET
for
COMPLETED DOCUMENTS

EDAD 578 Supervised Field Experience at the School Level (1-3)
Preliminary Administrative Services (Tier 1) Credential

School of Education
La Sierra University
Department of Administration and Leadership

Candidate: _____ Date _____

School Site #1 - Name of School _____

School Site #2 - Name of School _____

- _____ 1. Fieldwork Proposal
- _____ 2. Fieldwork Log showing total hours
- _____ 3. Completed and signed Fieldwork Summary
Candidate may submit one summary form or two (one for each site)
- _____ 4. Affirmation that Candidate Evaluation by Site Supervisor forms were given to the Site Supervisors
- _____ 5. Site Supervisor Evaluation by Candidate (one form for each Supervisor)
- _____ 6. Follow-up Program Evaluation by Candidate
- _____ 7. Portfolio

Application for Fieldwork
Professional Administrative Services Credential
Department of Administration and Leadership
La Sierra University School of Education

Name _____ Telephone (____) _____

Address _____

1. Do you have evidence of having passed the CBEST Test? _____

2. Do you have evidence of having passed a recent TB Test? _____

3. Do you have a "Certificate of Clearance" proving criminal clearance? _____

4. Have you completed at least 18 units of coursework? _____

5. Where do you plan to do your fieldwork? _____

6. Name the mentor you plan to work with: _____

7. Give the address and phone number of your mentor:

Signature of Applicant

Date of Application

Administration and Leadership Department

Signature of Chair

Date

