



CLARK ATLANTA UNIVERSITY

**School of Education**

# Clark Atlanta University Educational Leadership Fieldwork Handbook 2019-2020

Clark Atlanta University is an institution of high research activity characterized by a focus on the intellectual and personal development of each candidate. Its purpose is to prepare a diverse community of learners to excel in their chosen endeavors and to become responsible, productive, and innovative citizen leaders, locally and globally. This outcome is accomplished by the provision of access to and excellence in teaching, research, service, and creative activities through continuous engagement in an enriched, challenging, and nurturing environment.

## Acknowledgements

Clark Atlanta University School of Education/Department of Educational Leadership thanks the San Diego State University Department of Educational Leadership for its exceptional program, specifically the fieldwork handbook component, which provided examples of standards-based, meaningful tasks that are clear and measurable. We would also like to thank the entire faculty and staff of the Educational Leadership Department for their commitment and support of this project.

Lastly, this handbook would not be possible without the assistance and dedication of the Ad Hoc Committee created to discuss, review, and make suggestions to the existing fieldwork component of the Educational Leadership Program at Clark Atlanta University. This committee allowed us to gather valuable feedback from alumni and educational leaders in the field.

## **Overview**

The Department of Educational Leadership has a storied history during which it has produced generations of educational leaders for American schools and school districts. The department embraces the mission and core goals of the University and the School of Education, thereby seeking to prepare leaders who are well prepared for quality service and authentic advocacy for diverse schools and communities, with special emphasis on the urban centers. The department offers a comprehensive focus on leadership theories validated through a performance-based curriculum, with special emphasis on problem identification through use of various tools of research; on information and data analysis; on generating alternative strategies for addressing the strategic problems identified through this process; and on application of those strategies in the field through supervised performance-based clinical experience. The ultimate goal is to improve the academic performance of all students to meet contemporary standards in education leadership.

The Department of Educational Leadership offers graduate degrees in educational leadership administration and supervision for P-12 schools, at the Master's, Specialist, and Doctoral levels. Additionally, the Doctor of Education offers two degrees, one in Educational Leadership and a second in Higher Education Leadership for individuals interested in working in colleges, universities, foundations, think tanks, governmental agencies, consultancies, and other endeavors. Each of these programs is comprised of a planned program driven by strong content and focuses on developing and refining critical skills and on identifying and enhancing dispositions that are aligned with national and state standards, especially the Council for Accreditation of Educator Preparation (CAEP), the Georgia Professional Standards Commission (GaPSC), and the Professional Standards for Educational Leaders (PELS).

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To complete these programs, candidates must satisfy all requirements, including course work with minimum final grades of “B”; clinical field experience; and written comprehensive examinations.

Doctoral candidates must prepare and present a dissertation prospectus for faculty approval, and finally must develop and defend a scholarly dissertation. Applicants must meet the General Admissions Requirements of the University as well as those that might be unique to the School of Education and/or the Department of Educational Leadership.

The department employs a dedicated faculty with educational training and experience necessary to meet the high standards of the School of Education, the department, and the market demand.



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### **Vision**

The Department of Educational Leadership will prepare candidates for leadership, research, and consultative service to school districts at the building and district levels and to other educational institutions in accord with standards and guidelines approved by the Georgia Professional Standards Commission (GaPSC), the Council for Accreditation of Educator Preparation (CAEP), and the Professional Standards for Educational Leaders (PELS).

### **School of Education Philosophy:**

The CAU faculty believes that urban schools and communities provide a unique context for integrating and mobilizing the rich cultural community resources that urban learners bring to the school setting. The faculty believes that multiculturalism should permeate every aspect of the schooling process. Additionally, the faculty believes that students should be educated to engage in social action for personal and community empowerment. The faculty further believes that among the greatest challenges for urban schools and communities are structural inequalities.

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As you are well aware, leading a school is both a rewarding and challenging responsibility that requires a strong support network to guarantee success. This year, you will be working with a future leader enrolled in either the Masters or Doctoral Educational Leadership Program at Clark Atlanta University.

The Educational Leadership Department at CAU prepares candidates to receive their certificate of eligibility through the Georgia Professional Standards Commission. We are committed to developing the skills and dispositions of future leaders.

**Mission**

The mission of the Department of Educational Leadership is to prepare candidates with knowledge, skills, and dispositions needed to serve as transformative leaders to improve academic outcomes of students in diverse schools and communities locally, nationally, and internationally.

The Clark Atlanta University Educational Leadership Degrees offer programs that prepare students for Masters, Specialist and Doctoral degrees and ultimately certification. These programs include course work, clinical practice (fieldwork), and performance assessments that are aligned with the Georgia Educational Leadership Standards. All program components must be successfully completed by the candidate to be recommended for a certificate of eligibility from the Georgia Performance Standards Commission.

As the mentor principal/site supervisor of a member of your staff or student enrolled in one of the Educational Leadership programs at CAU you will be helping him/her develop the leadership knowledge, skills, and dispositions needed to be a strong leader. As the mentor principal you will have many opportunities to guide, support and advise this candidate in a series of fieldwork activities.

Serving as a mentor principal is a rewarding and critical experience. Please do not hesitate to contact us should you have questions or require additional information or support. We sincerely thank you for your support in the development of our future educational leaders.

Sincerely,  
*Jacquita Henderson, Ed.D.*  
Educational Leadership Fieldwork Program Supervisor  
Clark Atlanta University  
Office: (404) 880-6016  
Email: [jhenderson@cau.edu](mailto:jhenderson@cau.edu)

## **Clinical Practice/Fieldwork**

Fieldwork is an integral piece in the preparation of candidates for the Masters and Doctoral programs at Clark Atlanta University. The candidate, mentor principal/site supervisor, and university supervisor share responsibility for creating meaningful field experiences. Mutual respect, cooperation, and open communication are necessary to create a supportive relationship between these individuals. The quality of the field experience depends upon this interaction.

Four fieldwork activities are to be completed during the fall and spring semesters for students in EDA 660 and EDA 661. One activity must be completed in the fall, while the remaining three will be completed in the spring. The activities are:

- Designing and Implementing Professional Development
- Actively Participating in/Leading a Year-long Site, District, or Community Committee
- Designing and Implementing a Parent or Community Educational or Involvement Event
- Reviewing, Analyzing, Updating, and Revising the Site Safety Plan, Behavior Management Plan, or Attendance Plan

It is recommended the Designing and Implementing Professional Development activity be completed in the fall; however, the decision as to which activity will be completed in the fall may be jointly decided by the university supervisor, mentor principal and candidate.

Candidates in the Masters Tier I program will have to complete a minimum of (1) activity; specifically,

- Reviewing, Analyzing, Updating, and Revising the Site Safety Plan, Behavior Management Plan, or Attendance Plan

The specific requirements and rubrics for the four fieldwork activities are provided in the Appendix and in the EDA 660 and EDA 661 Syllabus.



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Similarly, the requirements and rubric for Tier I activity are included in the EDA 560 and 561 Syllabus. These activities are aligned to the three PSAL clinical fieldwork requirements from GaPSC found on page nine of this handbook. A crosswalk of the two can be found in the right hand column of each task.

### **Shadowing Experiences**

In addition to fieldwork, candidates participate in one 2-day shadowing experience through EDA 661. One of the two-day shadowing experiences must be conducted at a school serving a different age/grade grouping than the school where the candidate works. For example, an elementary teacher must complete one of the two-day shadowing experiences at a secondary school. It is recommended that at least one of the shadowing experiences occur at a school site where at least 20% of the pupils are of racial/ethnic groups different than their own.

The candidate may request to shadow his/her university supervisor for one shadowing experience or may ask the supervisor to identify a highly-qualified principal to shadow.

### **About the Performance Assessment for School Leaders (PASL)**

The Georgia Professional Standards Commission (GaPSC) recently adopted a two-tiered [Educational Leadership Preparation rule \(PDF\)](#):

- **Tier I**, or entry level preparation, is designed to prepare Educational Leadership candidates for entry leadership positions that include P-12 school level positions below the principal and district level positions that do not supervise principals.
- **Tier II**, or advanced level preparation, is designed to prepare Educational Leadership candidates for advanced leadership positions that include P-12 school level principals or the equivalent, superintendents, or other Local Unit of Administration (LUA) staff who supervise principals.

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The *ETS*® Performance Assessment for School Leaders (PASL) will be used as a certification requirement for Educational Leadership Tier II. This assessment will be closely aligned to standards described in GaPSC Educator Preparation Rules [505-3-.76 \(PDF\)](#) and [503-3-.77 \(PDF\)](#).

At the request of Georgia educators, an alignment between the PASL tasks and the Georgia Educational Leadership Standards has been developed. See the [standards alignment \(PDF\)](#).

### **What is the PASL?**

The PASL assesses a candidate's capability as a school leader. The assessment consists of three tasks, each of which takes place during clinical experience and focuses on:

- addressing a problem/challenge
- developing continuous professional development
- building a collaborative culture

During clinical experience, a candidate's internship provides a variety of artifacts, including student work, observation feedback, and video segments, that will be submitted as part of the tasks.

The assessment will be administered twice per year during pre-established submission windows. Candidates will have approximately two months to upload their task responses into the online submission system. [See fees and payment information](#).

### **Reflective Writing**

Reflective writing is a key component of each fieldwork activity and each cycle of the program. Reflective writing provides candidates the opportunity to assess their learning and progress in a meaningful way. University supervisors play a key role in developing candidates' reflective writing skills through thoughtful feedback. Information on improving reflective writing is included in the Appendix.

### **Georgia GACE for Masters and Doctoral Certification**

As a university supervisor you will be mentoring candidates as they prepare to sit for the GACE Educational Leadership Exams for both Tier I and Tier II certification. Master level students are required to take the exam after completion of their first two semesters in the program. Doctoral level

students are required to take the exam the fall semester of their final year of course work.

The GACE Educational Leadership Exam provides a formal assessment of the candidate's administrative ability and readiness for an entry-level administrative position in a Georgia public school. Candidates must successfully pass all portions of the GACE exam required for certification in the state of Georgia.

The activities focus on facilitating collaborative professional learning within a community of practice to improve teaching and student learning. The candidate will complete the following steps:

- ❑ Investigate: Inquire about the context, culture and practices of collaborative professional learning at the site. Select 2 – 5 educators to work as a community of practice on an identified student learning or well-being need that is supported by data and related to the school's vision or mission.
  
- ❑ Plan: Facilitate the group as they: 1) collaboratively choose a problem of practice to support student learning and/or well-being; 2) select an evidence-based approach for professional collaboration that will guide and support the community of practice; 3) choose an evidence-based strategy that will be implemented to address the problem of practice.
  
- ❑ Act: Facilitate meetings and collaboratively lead the professional learning of the community of practice. These sessions will be video-recorded and will provide the basis for video clips to be submitted along with written narratives.
  
- ❑ Reflect: Identify and consider personal leadership skills, practices and growth areas in relation to facilitating the community of practice developed in this cycle.

### **Community of Practice Meetings**

The community of practice meetings required for this program begin in September and end in December. Candidates will submit agendas and minutes for each of the 5 meetings for review by the university supervisor.

Specific directions, rubrics and a suggested schedule for completing the community of practice will be provided to the university supervisor, mentor principal and candidate.

Guidelines for supporting candidates as they complete CAU's requirements are provided in School of Education Graduate Handbook found in the Appendix.

### **Canvas**

Candidates submit work for each fieldwork activity and reflections via Canvas for grading by the university supervisor. Deadlines for each assignment appear on Canvas and in the syllabus. The supervisor sends reminders to candidates prior to submission deadlines. **Strict adherence to due dates, program tasks and triad meetings are all required components for successful completion of the courses. Failure to submit any of the course requirements when due as well as be in attendance for all three triad meetings will automatically result in a grade less than A for the semester. The university maintains the right to require a site change in the event it is deemed the original site is not conducive to a successful site experience.**

### **Role and Responsibility of the University Supervisor**

The university supervisor serves as a supporter, advocate and evaluator of the candidate as he/she completes fieldwork experiences. At the onset of the first semester of the program, the candidate will schedule a meeting with his/her principal and the university supervisor to discuss fieldwork experiences. The university supervisor will outline the expectations for each experience and assist with designing appropriate experiences.

Finally, the university supervisor will serve as an advocate for the candidate and provide additional support and/or experiences if needed.

The major responsibilities of the university supervisor are to:

***Develop the candidate's skills by:***

- Co-planning and designing fieldwork experiences with the candidate and mentor principal
- Developing and promoting equity-driven practices
- Brokering relationships and networks that will enhance the candidate's experiences
- Expanding experiences for the candidate should there be gap areas at the current site

***Encourage/Coach the candidate by:***

- Providing regular, on-going feedback and coaching using questioning frameworks and protocols
- Encouraging, and guiding the candidate to take on increasing leadership roles
- Advocate for the candidate and intervene when needed

***Evaluate the candidate's growth by:***

- Monitoring fieldwork performance tasks
- Observing candidate in leadership roles
- Attending triad meetings with the candidate and mentor principal
- Assigning the final grade for EDA 560-561 and EDA 660-661 each semester

**Specifically, the university supervisor will:**

- ✓ Attend at least 3 triad meetings with the mentor principal and candidate. Triad meetings should occur as early as possible in the program, mid-program and at the end of the program. The purposes of these meetings are to 1) discuss and agree upon the area of focus for each fieldwork assignment, 2) monitor candidate progress on fieldwork assignments, 3) discuss issues that may arise, and 4) gather input from the candidate and mentor principal on the candidate's performance.

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- ✓ Schedule at least two site visits to observe the candidate in leadership roles (i.e. lead their community of practice, co-lead or lead professional development, lead a parent/community event, etc.) followed by a feedback session.
- ✓ Receive and evaluate reflections and other performance assessments from the candidate. The university supervisor's responsibility includes timely feedback for work submitted as well as prompt response to calls or emails.
- ✓ Check in monthly with candidates. These contacts will provide opportunities for candidates to exchange issues and ideas regarding their field experiences. The mode of contact should be mutually agreed upon by the candidate and university supervisor and can include digital as well as face-to-face contacts, though face-to-face is highly encouraged.
- ✓ Consult with the mentor principal, review progress toward completion of the authentic leadership tasks, and evaluate the total field experience to ensure attainment of the areas of competency.
- ✓ Provide additional or alternative fieldwork experiences for the candidate if opportunities and/or support are lacking at the home school.

**Role and Responsibilities of the Mentor Principal/Site Supervisor**

The mentor principal/site supervisor is the practicing administrator at the candidate's school. At the onset of the first semester of the program, the candidate will meet with the principal/site supervisor to ask him/her to provide support for and supervision of the field experience. The mentor principal/site supervisor must fully understand the field experience program and support the candidate's need to engage in frequent, ongoing conferences to review plans and progress related to the completion of all fieldwork tasks. The mentor principal /site supervisor is expected to model, coach, and check for the candidate's understanding to ensure the effective development of leadership skills.

The primary role of the mentor principal/site supervisor is to guide and support the candidate to take on leadership roles in the assigned

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fieldwork areas and provide the candidate opportunities to learn, ask questions, and observe him/her in leadership roles. In addition to assigned fieldwork experiences, the mentor /site supervisor may provide additional leadership opportunities such as participating in walkthroughs, observations, and parent meetings, and having conversations with appropriate staff regarding budget development, class placements, master schedule, etc.

The major responsibilities of the mentor principal/site supervisor are to:

***Develop the candidate's skills by:***

- Co-planning and designing fieldwork experiences with the candidate and university supervisor that are aligned to the Georgia Educational Leadership Standards (GELS)
- Developing and promoting equity-driven practices
- Brokering relationships and networks
- Empowering performance tasks (provide authority)
- Modeling strong leadership—be vulnerable, transparent and engage in think-alouds

***Encourage/Coach the candidate by:***

- Providing regular, on-going feedback and coaching using question frameworks and protocol
- Encouraging, and guiding the candidate to take on increasing leadership roles
- Observing with the intent of congruence

***Monitor the candidate's growth by:***

- Monitoring fieldwork performance tasks
- Attending triad meetings with the candidate and university supervisor
- Participating in evaluation of candidate skills and growth

Specifically, the mentor principal/site supervisor will:

- ✓ Attend at least 3 triad meetings with the university supervisor and candidate. Triad meetings should occur as early as possible in the program, mid-program and at the end of the program. The purposes of these meetings are to 1) discuss and agree upon the area of focus

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for each fieldwork assignment, 2) monitor candidate progress on completion of fieldwork assignments, and 3) discuss issues that may arise.

- ✓ Provide authority for the candidate to assume leadership roles as outlined in the fieldwork assignments. Support the candidate in developing relationships and participating in collaborative groups necessary to complete fieldwork assignments.
- ✓ Check in regularly with the candidate. These meetings will provide opportunities for the mentor principal to model strong equity-driven leadership, think aloud so the candidate may understand the processes used to make decisions and solve problems, exchange ideas regarding fieldwork experiences, and provide ongoing, direct feedback on the candidate's progress.
- ✓ Assist the candidate in the self-assessment of skills needed for entry-level administrators. Provide input to the university supervisor regarding the evaluation of the candidate's fieldwork experience.

### **Triad Meetings**

Honest communication between the university supervisor, mentor principal/site supervisor and candidate is essential. As outlined in the Role and Responsibilities of the university supervisor shall:

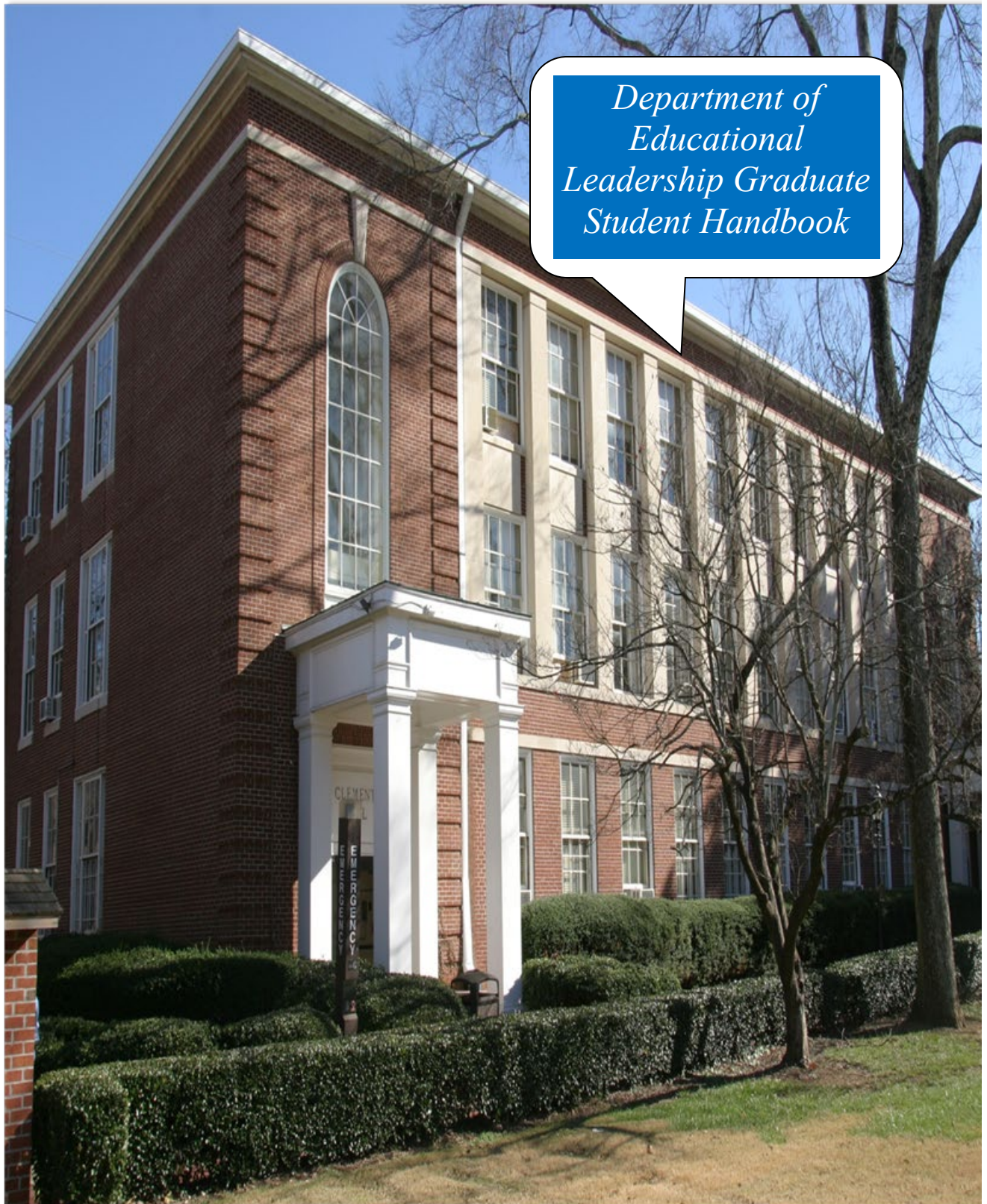
Attend at least 3 triad meetings with the mentor principal and candidate. Triad meetings should occur as early as possible in the program, mid-program and at the end of the program. The purposes of these meetings are to 1) discuss and agree upon the area of focus for each fieldwork assignment, 2) monitor candidate progress on fieldwork assignments, 3) discuss issues that may arise, and 4) gather input from the candidate and mentor principal on the candidate's performance.

During the first triad meeting, the candidate should present his/her Self-Assessment of Candidate Dispositions Development form for discussion. The university supervisor and mentor principal/site supervisor should help the candidate identify areas of growth for the year.



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Ideally, these meetings should occur face-to-face; however, given the busy and frequently conflicting schedules of site leaders, the meetings may occur via Skype, Zoom or other electronic meeting format.



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Dear Educational Leadership Candidates:

Welcome to the Department of Educational Leadership of the School of Education at Clark Atlanta University.

The members of the faculty and staff of the department are delighted that you have chosen to continue your graduate education in the department. We are fully aware that you had many other choices; yet, you chose to cast your lot with us. That makes us feel very special; therefore, we commit to treat you in a very special manner. Your success during matriculation now becomes to a large degree a crucial measure of our success. We look forward to this mutually-interdependent partnership in learning.

The department operates within the framework of the School of Education that commits itself to ***“preparing critical-thinking change agents to improve academic outcomes in diverse schools and communities.”***

We expect your academic journey with us to be both challenging and fulfilling. Your faculty advisor, along with members of the staff, will work with you to ensure that all systems remain fully operational throughout your matriculation at the University.

The department has a very well prepared, experienced, and dedicated faculty with whom you will interact and from whom you will benefit greatly as you navigate the Planned Program for your respective programs. I encourage you to take full advantage of the commitment and expertise of the faculty and staff.

As chair of the department, I assure you that you have chosen wisely in enrolling in this department, especially at this time in history when the nation is searching for highly qualified educational leaders to help chart the course for America’s schools, institutions and agencies..

Again, welcome to the department.

*Barbara Hill*

Barbara Hill, Ed. D.,  
Chair, Educational Leadership Department

\*This handbook of policies and procedures must be read in conjunction with the *Graduate School Catalog*, the *Graduate Student Handbook of the School of Education* and the department’s *Dissertation Handbook*.

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## **UNIVERSITY MISSION STATEMENT**

Leveraging its distinctive history, Clark Atlanta University is an urban research university that transforms the lives of students and their communities by preparing citizen leaders to be problem-solvers through innovative learning programs; supportive interactions with faculty, staff, and students; exemplary scholarship; and purposeful service.

## **INSTITUTIONAL GOALS**

1. To enhance and maintain an environment which fosters intellectual, social and cultural curiosity and creativity, and the continuing development of morally sound value systems among students, faculty, administrators, and staff.
2. To develop accelerated undergraduate and graduate degree programs, other new programs, and educational experiments using innovative ideas through research and teaching, both within and across disciplines, and in keeping with the mission of the University.
3. To increase the number of African-American faculty members who obtain doctoral degrees in the critical areas of natural and mathematical sciences, humanities, and social sciences.
4. To implement a comprehensive approach for continuous academic program review and assessment to improve quality and determine resource requirements and new directions through a system of external visiting committees.
5. To enhance the role of research with an improved research infrastructure and an evaluation system that recognizes the importance of research and teaching to the mission of the University.
6. To implement an integrated and centralized program for faculty and staff to address personal and professional development
7. To continue to institute modern management techniques, taking into account the new information systems, the improvement of human work environments, and the energy-efficient utilization of space.
8. To build and maintain a vigorous institutional advancement and fundraising capacity to provide the financial resources necessary to meet the University's goals

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9. To continue to develop and implement a comprehensive student life program that will include both the undergraduate and graduate levels.
10. To develop and implement more comprehensive public service programs, including opportunities for students to participate in local, national, and international internships and work experiences.
11. To implement a systematic plan for attracting a student body of increasing quality and size and an expanded academic support system to improve student retention.
12. To enhance and provide services to meet the education, cultural, social service needs of the community by maintaining ongoing linkages with other local, regional, national, and international institutions.
13. To enhance the institution's commitment to provide education and technical assistance to other nations through programs, and to the furtherance of a university community that will be sensitive to the nature and depth of global interdependence.
14. To provide a state-of-the-art telecommunication infrastructure using multimedia technology to facilitate excellence in teaching, research, and service.

### **School of Education Conceptual Framework**

The School of Education prepares critical thinking change agents to improve academic outcomes in diverse schools and communities.

### **Department of Educational Leadership**

The Educational Leadership Department at Clark Atlanta University enjoys a highly regarded tradition of preparing leaders, especially for urban educational systems. In recent years the department has been recognized as one of the leading producers of doctorates in education to African Americans. Its programs, aligned with CAEP, Professional Standards for Educators (PELS) and Georgia Professional Standards Commission standards, are accredited by the Southern Association of Colleges and Schools and by the National Council for the Accreditation of Teacher Education.

The mission of the Department of Educational Leadership is to prepare candidates with knowledge, skills, and dispositions needed to serve as transformational leaders to improve academic outcomes of students in diverse schools and communities locally, nationally, and internationally. Additionally, the

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department focuses on preparing candidates for leadership in non-P-12 agencies and institutions.

Vision Statement: The Department of Educational Leadership will prepare candidates for leadership, research, and consultative services to school districts at the building and district levels and to other educational institutions locally, nationally, and internationally in accord with standards and guidelines approved by the Georgia Professional Standards Commission (2019 GaPSC), the Council for Accreditation of Educator Preparation (CAEP), and the Professional Standards for Educational Leaders (PESLS). Additionally, the department will prepare educational leaders for leadership in non-P-12 agencies and institutions.

### **Degrees Offered**

The department offers graduate degree programs at the master's, specialist and doctoral levels/P-12 and Higher Education.

**Master of Arts Program Tier I:** The master's program is designed to provide basic preparation in administration and prepare students for the initial non-renewable certificate at the request of a local school district. This program requires 30 semester hours for completion and provides an introductory foundation of prescribed courses. The focus of the program is on instructional leadership in keeping with the program emphasis determined by the Georgia Professional Standards Commission (2019 GaPSC). Students self-select to apply to this program.

**Education Specialist Program:** The specialist program is designed to provide advanced training for the performance-based leadership certificate for instructional leaders at all levels. This program requires 30 semester hours for completion and provides for application and synthesis of basic concepts in instructional leadership. Courses will include assignments and projects that particularize building vs. district level duties and responsibilities. Additionally, the residency program will differentiate between these two strands. Applicants must be employed in a district approved leadership position.

**Doctor of Education Program Tier II:** The Doctor of education degree program focuses on certification-seeking candidates for P-12 schools and school districts and on non-certification-seeking candidates for service in various agencies and institutions. This program requires a minimum of 63 semester hours beyond the master's for completion and emphasizes both theoretical studies and application. Certification-seeking candidates will undertake a preparation program that is largely field-based and structured around an advanced residency of performance-based leadership requiring 750 clock hours. The residency is a 12-credit hour exercise that is scheduled over two semesters. All Georgia Educational Leadership Standards are addressed in the residency. Admission to the upgrade certification program requires that the applicant be in a district approved leadership position in a P-12 institution in addition to holding an appropriate master's degree. The intensity and the rigor that characterize this program serve as guideposts to ensure that candidates benefit from the performance-based nature of the program in accord with

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standards set forth by CAEP, PELS, and the Georgia Professional Standards Commission.

**Doctor of Education Leadership in Higher Education:** This program prepares students with the knowledge and skills to be visionary, innovative and motivational leaders, faculty and efficient administrators of higher education, local school district administrators (not supervising principals), and other related programs and services. In addition, the higher education offerings will provide a growing field for study with variations in leadership, administration and governance, student affairs, recruitment and retention, community college and university teaching, policy analysis, advances in instructional technology and international higher education. The program requires a minimum of 60 credit hours beyond the master's degree for completion including coursework and dissertation research. Forty-eight of these hours will consist of core courses to be taken by all students in the program. In addition to the 48 core higher education credits, students seeking managerial employment in higher education will take 12 cognate hours from the cognate courses listed in the program outline. This program does not have a required field-based practicum. Those seeking to be employed as teachers in community colleges or in other areas will take, with the approval of the department chair, 12 cognate credits of their choice of concentration in the department or in other multi-disciplinary doctoral granting departments within the university. Students will self-select to apply for admission to this program.

### **Program Goals**

1. The program prepares school leaders who are skilled and committed change agents for the improvement of educational services for all members of the community.
2. The program prepares school leaders who can manage information for the improvement of educational outcomes.
3. The program prepares school leaders who are sensitive to cultural differences and can plan curricular and instructional programs which will meet the needs of urban communities.
4. The program prepares school leaders who can work with school staff and other stakeholders to create conditions for effective human resource development.
5. The program prepares school leaders who can provide for optimal student and family development.
6. The program prepares school leaders who can plan strategically and utilize the results of planning for better management of school systems.
7. The program prepares school leaders who can utilize interpersonal and communications skills to create an organizational climate conducive to individual and social development.
8. The program prepares school leaders who can generate, engage and manage resources to improve educational productivity.



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9. The program prepares school leaders who can utilize current technology for school management and the improvement of instruction.
10. The program prepares school leaders who can communicate and involve varied constituencies and build support for school improvement.
11. The program prepares school leaders who understand the functions of law and policy in school governance and the processes and ethical implications of policy development.
12. The program prepares school leaders who are knowledgeable consumers of research who can plan and conduct research activities for school improvement and systems change.
13. The program prepares school leaders who can apply and synthesize in workplace environments strategic, instructional, organizational and contextual leadership skills, content and knowledge.

### **Supporting Standards and Accreditation Agencies**

The program of studies offered by the Department of Educational Leadership has been informed by the Council for Accreditation of Educator Preparation CAEP; curriculum guidelines developed by the Professional Standards for Educational Leaders (PELS); and the Georgia Educational Leadership Standards. **These** standards apply to the most common P-12 educational leadership positions—principals, supervisors, curriculum specialists and superintendents.

## **1.0 ADMISSIONS CRITERIA AND PROCEDURES**

### **1.1 Admission to Tier 1 Master’s Program**

Applicants must: 1) hold an undergraduate degree from an accredited institution; 2) have earned a minimum GPA of 2.6 on undergraduate work; 3) provide official transcripts, a statement of intent, and three letters of recommendation; 4) present scores on the Graduate Record Examination taken within five years of the date of application, and 5) supply an undergraduate academic record showing sufficient preparation in general studies and a major that is supportive of the program area of application.

### **1.2 Admission to Specialist Program**

Applicants must: 1) hold at least a master’s degree from an accredited institution of higher education; 2) have earned a 3.0 GPA in the most recently completed degree program; provide official transcripts, a statement of intent, three letters of recommendation; 3) present scores on the Graduate Record Examination taken within five years of the date of application; 4) hold a leadership certificate issued by the Georgia Professional Standards Commission GaPSC; and 5) provide evidence of being in an approved leadership position in a Georgia school district.

### **1.3 Admission to Tier II Doctoral Program**

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For admission to either the P-12 program or the program in higher education leadership, applicants must: 1) hold an approved master's degree from a regionally accredited institution of higher education with a major supportive of the program area of application; 2) have at least a 3.0 GPA on the most recently completed degree program; 3) present scores on the Graduate Record Examination taken within five years of the date of application; 4) provide official transcripts, a statement of intent, and three letters of recommendation; 5) present evidence of educational leadership skills as documented by resume. Applicants to the P-12 doctoral program must, in addition, present evidence of working in an approved leadership position in a Georgia school district. Further, applicants seeking advanced certification in school administration must hold the L-5 certificate. (visit [www.gapsc.com](http://www.gapsc.com) for changes to Educational Leadership requirements).

### 1.4 Special Admissions

**Certification:** Applicants seeking initial certification must complete the graduate admissions application and hold the master's degree or higher in a related field. Teacher certification or licensure in a related field is a prerequisite to admission.

**1.6 Transfer of Credits.** Transfer courses must be appropriate substitutes for courses in the degree planned program. In case of uncertainty, candidates may be requested to provide catalog descriptions and/or a copy of the syllabus. For credit to be given, course descriptions must be similar to courses in the planned program. Transfer and credit must meet the University criteria for transfer credit as stated in the catalog and be approved by the department chair and Dean. There is a maximum of 12 credit hours of transferred courses.

### 1.7 Application Deadlines

Candidates applying for entry to the department's programs are advised to submit all application materials to the University Office of Graduate Admissions by June 1 for fall matriculation; by October 1 for spring matriculation; we do not accept students in the summer semester.

## **2.0 CANDIDACY REQUIREMENTS FOR THE DOCTORAL DEGREE**

A candidate is formally admitted to candidacy for the doctoral degree when all prerequisites are met. For admission to candidacy for the doctoral degree, candidates must demonstrate that:

- 1) At least, 80 percent of approved course work has been completed with an overall GPA of at least 3.0, with no failing or incomplete grades.
- 2) Written and oral comprehensive examinations have been passed, and
- 3) A dissertation prospectus has been approved. The dissertation prospectus is described and outlined in the department's dissertation handbook.

### **2.1 Research Tools**

Mastery of research competencies must be established through maintaining good standing in a required sequence of research courses. Candidates must also demonstrate satisfactory skills in manipulating computer-based programs and data.

### **2.2 Comprehensive Examination**

A candidate must pass the formal comprehensive examination before being admitted to candidacy for the degree. The examination is offered once in the fall semester and once in the spring according to an announced departmental schedule. Candidates must submit to the department office an approved application by the Academic Advisor in order to sit for the examination.

The written examination is developed and administered by the faculty of the department sitting as a committee of the whole. Students are examined for competence in the domains of knowledge which form the framework for the program of study; namely, strategic leadership, instructional leadership, organizational leadership and political/community leadership. Following the examination, papers are reviewed by fulltime members of the faculty who assess the performance of each examinee. Assessment regulations are as follows:

1. Candidates must sit for four comprehension examinations with a maximum time of 3 hours per/exam—one for each domain. Each examination is aligned to the Georgia Educational Leadership Standards (GELS).
2. Papers are graded **Pass** or **Fail with an 80% passing grade criteria** / Each paper is graded for content, composition and grammar/mechanics of writing using a defined rubric for each examination submitted. All exams are graded by no fewer than 2 examiners with a third examiner to intervene in the event of a grade discrepancy.
3. Candidates who fail any one of the papers must re-take that specific paper at a future scheduled date. Students must satisfy any conditions set by the department and have the approval of the academic advisor and the department chair in order to re-sit the examination.

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4. A candidate who fails the examination or any part thereof two times will be administratively withdrawn from the degree program.
5. The department may require an oral examination in lieu of or in addition to the written examination. The assessment regulations for passing the written examination will also apply to oral examinations.
6. ED.D Candidates eligible for the preliminary examinations must successfully complete 12 hours of course work.

**Comprehensive Examination Eligibility**

(Candidates may not sit for comprehensive examinations if “I” and/or failing grades appear on their transcripts)

**M.A.** Must complete satisfactorily at least 21 credit hours that must include EDA 500, 510, 520, 530, 535, 560, and 561.

**Ed.S.** Must complete satisfactorily at least 21 credit hours that must include EDA 660 and 661.

**Ed.D.** Must complete satisfactorily at least 48 credit hours that must include EDA 605, 610, 719, 729, 735 and 739.

**3.0 DEGREE REQUIREMENTS**

**3.1 Master’s Degree**

- 3.11 Satisfactory completion of an approved program of study of *at least* 30 semester hours of coursework.
- 3.12 A minimum grade point average of 3.0.
- 3.13 Satisfactory completion of a comprehensive exit exam. (Candidates must be in good standing and must have completed a minimum of 21 credit hours in order to qualify for the examination).

**3.2 Specialist Degree**

- 3.21 Satisfactory completion of an approved program of study of *at least* 30 semester hours of coursework.
- 3.22 A minimum grade point average of 3.0.
- 3.23 Satisfactory completion of a comprehensive exit exam. (Candidates must be in good standing and must have completed a minimum of 21 credit hours in order to qualify for the examination).

Satisfactory completion of an approved performance-based residency. An approved residency shall include two consecutive semesters of coursework including advanced seminars and/or field placements as defined by Georgia Professional Standards Commission’s latest rules for Educational Leadership at the time of enrollment for all Candidates seeking the recommendation for certificate from the School of Education and the Department of Educational Leadership.

**3.3 Doctoral Degree**

- 3.31 Satisfactory completion of an approved program of study of *at least* 63 semester hours for the P-12 leadership program or 60 semester hours for the

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program in higher educational leadership. A minimum grade point average of 3.0.

- 3.32 Satisfactory completion of an approved performance-based residency for the P-12 program only. An approved residency shall include two consecutive semesters of coursework including advanced seminars and/or field experience as defined by Georgia Professional Standards Commission's latest rules for Educational Leadership at the time of enrollment for all candidates seeking the recommendation for certificate from the School of Education and the Department of Educational Leadership.
- 3.33 Satisfactory completion of a comprehensive exit examination. (Candidates must be in good standing and must have completed a minimum of 48 credit hours or 80 percent of coursework in order to qualify for the examination.
- 3.34 Satisfactory completion and defense of an approved dissertation.

#### **4.0 ACADEMIC PROGRESS**

##### **4.0 General Advisement Services**

Academic advisement in the School of Education is carried out through the academic advisor system. Each candidate is assigned to a faculty member for counseling and advisement. The principal responsibility of the academic advisor is to assist the candidate in developing a program plan. Thereafter, each candidate is expected to consult with the assigned advisor on a regular basis to ensure that all program requirements are being met. Each candidate must have a planned program. A candidate without a planned program must request this from the faculty advisor or department chair. A copy of the planned program will be placed in the candidate's file in the department. The planned program must be updated by the faculty advisor each semester in which the candidate registers.

Candidates must register every fall and spring semester during the period of their matriculation. Candidates who are unable to maintain their registration must apply to the Dean for a leave of absence from their program.

##### **4.1 Maximum Course Load**

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Candidates, who are employed for more than 20 hours per week, may enroll for no more than 6 to 9 graduate credit hours in the fall or spring semester without approval of the departmental chairperson and the Dean. Full time candidates working fewer than 20 hours may enroll for 12 to 15 hours, with approval of the chair and Dean. Students may take no more than nine (9) hours in the summer session. Any exception to this rule must be approved by the Dean. Doctoral candidates registered for the advanced residency may take no more than one course (3 credits) along with the residency each semester of the residency.

### **4.3 Monitoring Student Progress**

All candidates' records shall be monitored by the Department Chair. Changes in student status are to be reported to the major advisors.

### **4.4 Student Assessment and Grading**

A grade of **A** in a course or course assignment indicates that the candidate has exceeded expectations in the application of research skills, in higher order thinking and fluency of communicating. Regular attendance and active participation in individual and class assignments is a prerequisite.

A grade of **B** indicates that the candidate has met expectations in the application of research skills, in higher order thinking and fluency of communicating. Regular attendance and active participation in individual and class assignments is a prerequisite.

A grade of **C** does not meet the academic standards for graduate education. (In graduate programs, a grade of C must be balanced by a grade of A in another course in the program in order to meet graduation requirements.)

A grade of **F** indicates that the candidate has not met minimum expectations for course participation or achievement.

A grade of **[I]** will be given only in case of documented, extenuating circumstances.

### **Policy for Award of Course Incompletes**

*(Policy statement provided by the University Registrar, 12.08.14)*

1. An incomplete ("I") is a temporary grade assigned when extenuating and documentable circumstances, such as illness, death of a family member, or other reasons that are acceptable to the instructor, prevent a student who is passing a course from completing the final examination and/or other course requirements by the end of the semester.

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2. The “I” is not to be assigned as a substitute for a failing grade.
3. To be eligible for an “I,” a student must have attended class regularly and passed a substantial amount of the required coursework. The student must provide to the course instructor official verification of circumstances preventing the completion of the full requirements for the course. The responsibility for completing the coursework rests with the student, and **the instructor is not obligated to provide further classroom instruction.**
4. An “I” grade cannot be removed by enrolling in the course again.
5. A student cannot register for a course in which he/she has an Incomplete grade and cannot register and enroll in any course where an “I” graded course is a prerequisite.
6. In awarding an “I” grade, the instructor must submit to the Office of the University Registrar an *Incomplete Grade Form* via *BANNER Web*.
7. An “I” grade should be removed by the end of the semester following the one in which it was assigned, but must be removed no later than one year from the end of the semester in which the “I” grade was assigned. The time limit may not exceed one year, whether or not the student is in residence.
8. If the course requirements are not completed, and the “I” grade is not changed by the instructor within the specified time period, the student will be awarded the default grade. If a default grade has not been provided, the “I” will become an “F”, and the student will be required to re-enroll and complete the entire course.
9. A student may not graduate with an “I” grade on his/her academic transcript. Removal of an “I” does not assure a passing grade in the course.

#### **4.5 Retention**

1. A candidate must maintain a cumulative grade point average of 3.00 in order to be in good standing. A student whose cumulative GPA falls below 3.00 within a given semester will be placed on academic probation in the following semester of enrollment.
2. Once a candidate’s *cumulative average* falls below 3.00, he/she has two semesters of enrollment in which to re-establish a 3.00 cumulative average.

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3. If a candidate does not re-establish good standing within the prescribed time frame, he/she will be administratively withdrawn.

#### **4.6 Research Advisement for Doctoral Candidates**

The candidate proceeds to the stage of dissertation research after all comprehensive examination and research tools requirements have been met. After the candidate has passed all sections of the comprehensive examination, the departmental chairperson, in consultation with the student and academic advisor, approves a dissertation committee. The committee consists of at least two full time faculty members, knowledgeable in the areas of the candidate's research. Upon approval, the candidate works closely with all members of the committee under the guidance of the committee chairperson to develop the prospectus and to complete the research. The candidate must defend the prospectus before the faculty in an oral presentation (See the *Dissertation Handbook* for the outline and procedures to be followed in presenting the prospectus and the final dissertation). A prospectus presented to and approved by the faculty is a prerequisite for admission to candidacy. The committee chairperson has the responsibility of supervising the candidate's work and coordinating all committee reviews and meetings.



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**Doctoral Candidates –Distribution of survey instruments and conducting research.**

Doctoral candidates are not permitted to distribute survey instruments or conduct research until the prospectus for the dissertation has been approved by the faculty and by the University's Institutional Review Board (IRB). Additionally, candidates must obtain approval of their data collection instruments from their committee chair and obtain a letter of support from the department chair prior to distributing a survey instrument or conducting the formal research.

In cases where a committee chair or member has to be replaced, the department chair will approve the replacement in consultation with the other committee members and the candidate.

Where a prospectus has already been formally approved by the department, agreement by a faculty member to serve as a replacement committee chair or member will signify acceptance of the approved prospectus.

After the candidate has completed the research study, the dissertation is defended in a formal, open hearing. The committee recommends approval or disapproval of the dissertation, and the candidate is so informed. If the dissertation is not approved, the candidate and the dissertation committee must work together to address identified problems. Following the necessary revisions, if the candidate is not approved at the second hearing, the committee and the department chairperson meet to make a recommendation to the Dean regarding the candidate's continued matriculation in the program.

#### **4.7 Thesis and Dissertations**

The writing of a thesis or dissertation is intended to demonstrate the candidate's ability to carry out *independent scholarly research*, to expand knowledge in the field, to benefit the community as a whole, to draw logical conclusions from data gathered, and to present the results in a clear, intelligible, and consistent form in keeping with the established conventions of the scholarly community. It is the obligation of any University, to ascertain that every thesis or dissertation that it accepts, has met these standards. This is the ultimate purpose of all Clark Atlanta University regulations governing theses and dissertations. Candidates may obtain a copy of the University's *Thesis and Dissertation Guide* from the Graduate Studies Office or visit the website. The instructions and suggestions included in this guide apply to all schools and departments at Clark Atlanta University. It is the responsibility of the candidates, not the academic advisors or dissertation committee, typists or others, to see that standards are met.

#### **4.8 Manual of Style**

*The Publication Manual of the American Psychological Association* (Current Edition) has been adopted as the official manual of style by the DOEL. Coursework as well as dissertation research must reflect the rules provided in this manual.

#### **4.9 Plagiarism**

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Candidates are expected to acknowledge every intellectual debt—for ideas, methods, and expressions--by means appropriate to the form of communication. This is especially true of written forms such as book reviews, term papers, dissertation studies as well as the internet where sources are required to be properly annotated. *Candidates who plagiarize or otherwise quote without appropriate acknowledgement will not receive credit for submitted work. They may be subject to other sanctions including suspension or expulsion from the University.*

### **4.10 Student Financial Aid**

Applicants admitted to the respective programs are eligible to apply for financial aid by contacting the Clark Atlanta University Office of Student Financial Aid, located in Haven Warren Hall, second floor or contact the office 1-800-688-8243 or (404) 880-8992; Fax (404) 880-8070 or email [studentfinancialaid@cau.edu](mailto:studentfinancialaid@cau.edu)

## **5.0 WITHDRAWAL PROCESS**

A candidate must meet with his/her advisor before withdrawing from any course of his/her graduate program. The candidate who withdraws from his/her graduate program must complete the University's Withdrawal Form and meet university withdrawal requirements. Candidates who do not complete the required documentation or withdrawal will receive a grade of "F" for the course.

### **5.1 STUDENT PROFESSIONAL ORGANIZATION**

The professional organization for DOEL candidates is the Educational Leadership Student Organization (ELSA). ELSA elects its own officers, meets three times each semester and hosts an annual conference. All leadership candidates are required to participate in these meetings as part of their professional development.

### **5.2 ACADEMIC ADJUSTMENT STATEMENT**

The rights of students with disabilities are protected under the American with Disabilities Act of 1990 (ADA) and section 504 of the Rehabilitation Act of 1973. No qualified individual with a disability shall, on the basis of such disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity provided, sponsored, offered or required by the University. The University shall operate its programs and activities in the most integrated setting appropriate. Students *[candidates]* requiring special accommodations in this *[a given]*

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class shall provide the instructor with a Letter of Accommodation from the Disability Services Program. It is strongly recommended once this letter has been received, students *[candidates]* should meet individually with the instructor to work out the details and receive appropriate accommodations in a reasonable and timely manner. It is strongly recommended that this be done in the first week of class.

### **5.3 CLINICAL EXPERIENCE**

#### Practicum for M.A. and Performance-based Residency

Master's degree candidates are required to register for two 3- credit Practicum courses that include 300 hours of Clinical Practice at the PSC required levels for P-12 Certificates (100 hours at P-5; 100 hours at 6-8; and 100 hours at 9-12) prior to completion of the Internship. Application for practicum placement will be approved only after a candidate has completed the required courses and has met all of the appropriate standards set forth by the faculty, program and School of Education for approved placement. In order to receive approval for field placement, all courses listed on the application must be completed before approval of Clinical Practice. This approval process includes a sign-off by the candidate's academic advisor, the clinical professor/coordinator, and the Director of Field Services. There is no waiver of these requirements. For more information on field experience, candidate should discuss the topic with his/her advisor.

Field placement sites are developed by the Field Experience Coordinator and approved by the Director of Field Services for the School of Education. In order to meet the required hours of field experience at each level defined by Georgia Professional Standards rules (i.e. contact hours at all GAPSC required levels, at least one grade defined as of this manual's publication by GAPSC (P-3;4-5;6-8 and 9-12), candidates must spend a minimum number of hours during the Clinical Practice under the supervision of a building level or district level administrator during regular semesters collaborating with the University Supervisor (Candidates will be provided with specific details in the revised departmental Field Manual).

In order to be recommended for the PL-6 or PL-7 level certification, Specialist and Doctoral Candidates will be required to meet the above cited requirements at either the building or district level-or both- through the new GAPSC requirements for Educational Leadership. This will require a two semester residency of 750 contact hours while enrolled in CEDA 660 and CEDA 661. The candidate will be required to adhere to all updated GAPSC and Departmental rules as a condition for course approval and site placement.

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*COURSE SELECTIONS FOR MASTER’S AND DOCTORAL DEGREES IN P-12 PROGRAMS.*

**Course Distribution is as follows: Master of Arts candidates enroll in 500 level courses; Specialist candidates enroll in 600 level courses, and Doctoral candidates enroll in 600 and 700 level courses.**

Please enter under the heading. *Course Selection*, the number of the course(s) selected or the number of the course transferred. Prerequisites may be satisfied by equivalencies. The course sequences, prerequisites and alignment can change to meet the dictates for Specialty Professional Association requirements and for reaffirmation with institutional and agency accreditation requirements.

**I. STRATEGIC LEADERSHIP**

Course No.	Course Title	Course Selection	University Taken	Semester/Year Taken	Advisor’s Initials
<b>EDA 500</b>	Introduction to Educational Administration & Supervision (500)*	_____	_____	_____	_____
EDA 600	Administration of the Urban School System (601) Prerequisite: 500	_____	_____	_____	_____
EDA 605	Leadership in Strategic Planning	_____	_____	_____	_____
EDA 709	Seminar in Strategic Leadership	_____	_____	_____	_____

**II. INSTRUCTIONAL LEADERSHIP**

EDA 510	<i>Curriculum Planning for Educational Leaders’</i>	_____	_____	_____	_____
EDA 610	Administration & Supervision of the Instructional Program Prereq: 510	_____	_____	_____	_____
EDA 612	Student Personnel Administration	_____	_____	_____	_____
EDA 614	Staff Personnel Administration	_____	_____	_____	_____
EDA 719	Seminar in Instructional Leadership	_____	_____	_____	_____

**III. ORGANIZATIONAL LEADERSHIP**

<b>EDA 520</b>	Educational Resource Management	_____	_____	_____	_____
EDA 620	Economics of Educational Equity	_____	_____	_____	_____
EDA 729	Seminar in Organizational Leadership	_____	_____	_____	_____

**IV. POLITICAL & COMMUNITY LEADERSHIP**

<b>EDA 530</b>	School/Community Relations	_____	_____	_____	_____
EDA 535	Education Policy & the Law	_____	_____	_____	_____
EDF 550	History of Urban Education	_____	_____	_____	_____
<i>OR</i>					
EDF 553	Schooling & the Urban Community	_____	_____	_____	_____
EDF 654	Education & Urban Development	_____	_____	_____	_____
<b>OR</b>					
EDA 630	Community Educational Leadership Prerequisite: 530	_____	_____	_____	_____

Course No.	Course Title	Course Selection	University Taken	Semester/Year Taken	Advisor’s Initials
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EDA 730	Politics of Urban Education	_____	_____	_____	_____
EDA 735	Educational Policy Analysis	_____	_____	_____	_____
EDA 739	Seminar in Political/Community Leadership	_____	_____	_____	_____

**\*EDA 500 Introduction to Educational Administration is a required course for all certification and degree (M.A.; Ed.S.; Ed.D) programs who do not hold a master's degree or higher in educational leadership or a Georgia-approved certificate in Educational Leadership.**

### V. RESEARCH & EVALUATION

EDA 590	Educational Tests & Measurements	_____	_____	_____	_____
EDA 599	Research for School Improvement	_____	_____	_____	_____
EDA 695	Research Methods and Program Evaluation	_____	_____	_____	_____
EDA 790	Quantitative Research	_____	_____	_____	_____
EDA 795	Qualitative Research	_____	_____	_____	_____
EDA 791	Directed Research (elective)	_____	_____	_____	_____
EDA 990	Doctoral Advisement	_____	_____	_____	_____
EDA 995	Dissertation Research	_____	_____	_____	_____
EDA 995	Dissertation Research	_____	_____	_____	_____

### VI. INTERNSHIP/RESIDENCY

<b>EDA 560/561</b>	<b>Practicum for the M.A.*.</b>	_____	_____	_____	_____
<b>EDA 660/661</b>	<b>Performance-Based Residency*</b>	_____	_____	_____	_____

**INTERNSHIP/RESIDENCY (EDA 560/561 AND 660/661)** Candidates can enroll in EDA 560/561 or EDA 660/661 in Summer Session or during the academic year. Candidates who enroll in the internship during the summer can enroll only in that one course. Candidates enrolling in the internship/residency during the academic year must complete both courses in sequence. (six credit hours). During the academic year, students may enroll in EDA 560/561 and additional courses as approved by the respective academic advisors. Enrollment in additional courses while registered in EDA 660/661 is confined to the research courses, EDA 790 Qualitative Research and EDA 795 Quantitative Research.

**CLARK ATLANTA UNIVERSITY**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**Higher Education Leadership**

**Program Description**

This program will prepare students with the knowledge and skills to be visionary, innovative and motivational leaders and efficient administrators of higher education and other related programs and services. In addition, the higher education offerings will provide a growing field for study with opportunities for research in leadership, administration and governance, student affairs, recruitment and retention, community college and university teaching, policy analysis, advances in instructional technology and international higher education.

Courses will be delivered in a blended format, taking full advantage of face-to-face and online teaching, which will also include problem-based applied activities.

The program will require a minimum of 60 credit hours beyond the master's degree for completion including coursework and dissertation research. Forty eight of these hours will consist of core courses to be taken by all students in the program. In addition to the 48 core higher education credits, students seeking managerial employment in higher education will take 12 cognate hours from a list of electives. Those seeking to be employed as teachers in community colleges or in other areas will take, with the approval of the department chair, 12 cognate credits of their choice of concentration in the department or in other multi-disciplinary doctoral granting departments within the university. Transfer of up to 15 credits would also be considered from an accredited doctoral program, which would be an attractive incentive for students wishing to transfer into our new doctoral program in higher education.

Students will take a comprehensive exam as part of their assessment in the program. They must complete all required Core courses, in order to be eligible to take the Comprehensive Examination.

**Higher Education Leadership Doctoral Program**

**The following are the required courses:**

**CORE COURSES** *(48 credits)*

CHED 600 Administration and Governance of Higher Education  
CHED 610 History of American Higher Education  
CHED 630 Strategic Planning  
CHED 650 Student Affairs and Academic Services  
CHED 660 Human Resources Administration  
CHED 670 Higher Education Finance  
CHED 680 Social Justice and Diversity in Higher Education  
CHED 690 Program Assessment and Evaluation  
CHED 700 Organizational Leadership and Theory  
CHED 720 Higher Education Policy Development and Analysis  
CHED 750 Law and Ethics in Higher Education  
CHED 699 Research Methods in Organizations  
CHED 790 Quantitative Research  
CHED 795 Qualitative Research  
CHED 995 Dissertation Research  
CHED 995 Dissertation Research

**COGNATE COURSES** *(Requires 12 total credits)*

CHED 620 Community College Leadership and Practice  
CHED 640 University Teaching and Learning, Theory and Practice  
CHED 710 Managing Political Conflict in Higher Education  
CHED 730 International Higher Education  
CHED 740 Leading Change to Development & Empower Communities  
CHED 760 Principles of College Student Recruitment and Retention  
CHED 770 Faculty Issues in American Colleges and Universities  
CHED 780 Student Development and Learning  
CHED 791 Directed Research

***PREPARING CRITICAL THINKING  
CHANGE AGENTS TO IMPROVE ACADEMIC  
OUTCOMES IN DIVERSE SCHOOLS AND  
COMMUNITIES***



**Clark Atlanta University Educational Leadership Fieldwork Handbook  
2019-2020**

Clark Atlanta University  
Educational Leadership Graduate Program  
Student Handbook  
Receipt Form

I have received a copy of the Educational Leadership Student Handbook for the purpose of guiding my program of study in all of my leadership courses within the Educational Leadership Graduate Program at Clark Atlanta University. I understand that I must follow the guidelines and procedures outlined in this handbook. I also understand that I must comply with the following guidelines:

- All practicum/internship placements must have the approval of the Field Coordinator and the Director of Field Services. The candidate may not change his/her practicum/internship placement without prior consent of the Field Coordinator. The school of education maintains the right to change site placement of a candidate if it is determined that placement is not conducive to a successful field experience.
- All practicum/internship activities must be completed as outlined in the course syllabus.
- An accurate log of practicum/internship experience must be kept. Any discrepancies in the recording of dates, times or signatures will invalidate the hours in question.
- If practicum/internship hours are not completed during the designated time, the student will receive an “F”.
- Students are advised to read all university documents to matriculate successfully through their program of study.

Graduate Candidate's Name (Please print): \_\_\_\_\_

Graduate Candidate's Signature: \_\_\_\_\_

Date Received: \_\_\_\_\_

*(One copy will be kept on file in the Department of Educational Leadership and one copy will be kept by the Graduate Candidate.)*

**Student Copy**

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Clark Atlanta University  
Educational Leadership Graduate Program  
Student Handbook  
Receipt Form

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- An accurate log of practicum/internship experience must be kept. Any discrepancies in the recording of dates, times or signatures will invalidate the hours in question.
- If practicum/internship hours are not completed during the designated time, the candidate will receive an “F”.
- Candidates are advised to read all university documents to successfully matriculate through their program of study.

Graduate Candidate’s Name (Please print): \_\_\_\_\_

Graduate Candidate’s Signature: \_\_\_\_\_

Date Received: \_\_\_\_\_

*One copy will be kept on file in the Department of Educational Leadership and one copy will be kept by the Graduate Candidate.)*

**Department Copy**

**Clark Atlanta University Educational Leadership Fieldwork Handbook  
2019-2020**

**Self-Assessment of Candidate Disposition Development**

Clark Atlanta University Educational Leadership Masters and Doctoral candidates preparing to work as educational leaders must know and demonstrate leadership knowledge, skills and disposition, as well as exhibit the professional values, beliefs and dispositions necessary to be equity-driven leaders who create meaningful opportunities for all students to become engaged, inspired and successful learners.

Candidates will self-assess using the Self-Assessment of Candidate Disposition Development survey at the beginning and end of the program. The candidate’s University Supervisor will review the form and collaborate with the candidate in the selection of specific dispositions for focus and/or improvement. This collaboration between the Supervisor and candidate provides an opportunity for reflection, candid discussion, and growth.

SELF-ASSESSMENT OF CANDIDATE DISPOSITION DEVELOPMENT					
Candidates will self-assess each disposition and then support the rating by sharing a written example from his/her own experiences.					
To what extent do you or are you . . .	Never	Rarely	Sometimes	Often	Always
<b>Culturally Proficient and Responsive:</b> Embody the consciousness, courage, and commitment to become culturally proficient in relationships with students, families, and staff from varied racial backgrounds, experiences, beliefs and understandings.					
<b>Advocate for All:</b> Recognize that every student comes to school with a unique identify profile that is too often impacted by racism, bias, or bigotry.					
<b>Create Courageous Spaces:</b> Establish opportunities for staff and students to share how they experience or have witnessed unfairness and discrimination in an effort to provide a venue for the emotional support to heal and the vernacular to confront racism, bias, and bigotry.					
<b>Be Aware of Personal Biases:</b> Recognize that equity is a belief that requires action; as such, to achieve true equitable outcomes for all students, it must be a moral and ethical imperative with no gray zone in anti-racist work.					
<b>Ensure Quality Instruction for All:</b> Provide equitable resources and instruction that is responsive to individual and group needs derived from multiple sources of qualitative and quantitative data.					
<b>Utilize Ethical Principles in Decision Making:</b> Review relevant factors; value different points of view and involvement of others; understand legal moral and policy implications; consider impact and effects.					
<b>Accepts Personal Responsibility for One’s Actions:</b> Work, speak and act based on a commitment to values that demonstrate the highest standards of excellence and personal integrity. Accept the consequences for upholding your principles and actions.					
<b>Effectively Communicate:</b> Communicate in ways that reflect careful analysis and the ability to listen. Presents points of views tactfully and respectfully.					
<b>Value Reflective Practice and Continuous Learning:</b> Evaluate self for improvement and seek opportunities for continued personal growth.					

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### Reflective Writing

Reflective writing encourages candidates to make observations about their experiences and beliefs – for instance, past experiences as a learner, or observations from teaching rounds – and link these with the theoretical learning. It encourages the candidate to think about what he/she has learned and how it was learned. This helps create new knowledge. Reflective writing requires candidates to show they can evaluate what they read, think, and do, by acknowledging a range of viewpoints and possibilities.

When undertaking a reflective writing task, candidates need to draw connections between what they have been asked to reflect on (for instance a fieldwork experience) and relevant theories. Drawing connections between theory and experience or learning helps create new understandings. (Monash University)

### The Structure of Reflective Writing

When *reflecting on an experience* (such as a classroom observation) address the following questions in the writing:

- Description – What happened?
- Analysis – Why did it happen? What were you feeling? What theories might help explain what happened? Are there other perspectives that challenge your views?
- Outcomes or Action – What did you learn? What would you do differently next time?

When *reflecting on learning* (such as an educational theory learned within a course) address the following questions:

- Description – What is the concept, idea or theory you are reflecting on?
- Analysis – Are there aspects you found particularly interesting or challenging? Does it tie in with anything you have learned in the past? Has it changed the way you think, or affirmed something you already knew?
- Outcomes or Action – What else might you need to find out? Do you have any questions? How might you incorporate or apply these ideas in the future, perhaps in your professional life?

Whether reflecting on an experience, on learning, or both, the candidate needs to make sure to include description, analysis and outcomes or action. (Monash University)

Retrieved from <https://www.monash.edu/rlo/assignment-samples/education/education-reflective-writing/reflective-writing-structure>

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**Fieldwork Experiences and Rubrics (Masters Candidates required to complete Task 1 Only)**

Clinical Practice Experience #1	Review, Analyze, Update, or Revise: Safety Plan, Behavior Management Plan, Attendance or other approved Plan		
<p>Description of Task-PSAL Task #1 Problem Solving in the Field- Candidate will identify a challenge that has implications for instructional practice and student learning.</p>	<p>Meet with your Mentor Principal to discuss safety, behavior management, and attendance issues at your school. Together, identify one of these areas as the focus for this task that has implications for instructional practice and student learning. Determine if this work will require a collaborative process or can be done by the candidate with periodic review and input from key stakeholders.</p> <p>Specific steps:</p> <ul style="list-style-type: none"> <li>• Review the most current school plan in your area of focus</li> <li>• Collect data related to your focus area (i.e. student referrals, detentions, suspensions; absence patterns and dropout rates; or safety issues such as unauthorized entries, fire drill compliance; lockdowns, etc.)</li> <li>• Analyze data to determine patterns, trends, and specific students and/or student groups impacted and why</li> <li>• Research evidence-based practices related to your area of focus</li> <li>• Determine how the plan should be revised or created and identify the processes you used to make decisions</li> <li>• Present recommendations to revise, improve or create the school-wide safety, behavior management, or attendance plan to your Mentor Principal and stakeholders (if applicable)</li> </ul>		
<p>Product</p>	<p>The product includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of the data collected regarding the area of focus – safety, behavior, attendance or other problem or challenge in your school that influences instructional practices and student learning</li> <li><input type="checkbox"/> Summary of evidence-based practices researched</li> <li><input type="checkbox"/> Recommendations for revision and/or improvement of the current plan or creation of a new plan with a timeline with specific steps that delineate key colleagues involvement in the development of the plan</li> <li><input type="checkbox"/> Plan for sharing the proposed findings and recommendations with various audiences</li> <li><input type="checkbox"/> Reflective narrative regarding what you learned during the process, how the changes will impact students and what you would do differently if given the authority</li> </ul>		
Rubric			
	Below Standard	Meets Standard	Above Standard
<p>Data Analysis</p>	<p>Provides limited and minimal evidence of summary of longitudinal data and analysis of patterns and trends. Minimal evidence that demonstrates he candidate’s ability to identify a significant challenge and its impact on instructional practice and student learning;</p>	<p>Provides general and appropriate summary of longitudinal data related to focus area (Behavior, Attendance, Safety or other approved challenge area) to support the choice of the significant challenge. Presents narrative analyzing patterns and trends.</p>	<p>Provides specific data related to focus area. Presents narrative analyzing patterns, trends, and specific students and/or student groups impacted and reasons why. An extensive use of longitudinal data collected to support the choice of the significant challenge. An insightful identification of the anticipated results of resolving the challenge with a significant identification of the anticipated impact on instructional practice and student learning.</p>
<p>Recommendations for Revision/Communication</p>	<p>Provides strategies for plan revision/improvement that do not relate to data. Plan for communication</p>	<p>Provides 1 -2 strategies for plan revision/improvement that are generally linked to data. Plan for</p>	<p>Provides several specific strategies for an extensive plan for revision/improvement that are clearly linked to data</p>

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	is limited. A minimal plan designed to resolve the challenge, little or no timeline for each step within the plan, trivial identification of individuals to help develop the plan and the roles they played. Ineffective strategies used for communicating the plan to various audiences.	communication addresses most stakeholder groups. Evidence of a partial plan to resolve the challenge, vague timeline for each step within the plan, limited identification of individuals to help develop the plan and cursory strategies used for communication.	analysis. Includes all stakeholder groups in a communication plan. A substantive timeline for each step within the plan, detailed identification of individuals to help develop the plan and rational for their selection, in-depth strategies used for communicating the plan to various audiences.
Reflection	Briefly discusses what was learned, how changes will impact students or what candidate would do differently if given authority. Irrelevant identification of changes that could be made to development and implementation processes with few or no examples. Ineffective reflection on lessons learned from the entire process of developing the plan.	Discusses what relevant lessons were learned during the process, how effective identification of changes that could be made to the development and implementation processes for use in similar situations will impact students and what candidate would do differently if given authority.	Thoroughly and thoughtfully discusses what was learned during the process, how the changes will impact students and what the candidate would do differently if given authority. Response provides evidence that includes an insightful selection of a significant problem/challenge that impacts instructional practice and student learning, with significant examples tightly linked to the impact. Responses further provide evidence that include substantive identification of changes, substantive reflection on lessons learned from the entire process, significant identification of how what has been learned will influence future approaches to problem solving tasks.
<b>Clinical Practice Experience #2</b>	<b>Design Implement and Professional Development</b>		
Description of Task-PASL Task #2 - Supporting Continuous Professional Development-Candidate will demonstrate skills in establishing and supporting effective and continuous professional development for the purpose of improved instruction and student learning	<p>Meet with your Mentor Principal to discuss professional development needs at the site. Review the year-long plan for professional learning and development at the site. Talk about site-identified needs and/or interests, the focus of your School Improvement Plan (SIP), observed patterns of student learning or behavior that might be addressed, District Improvement Plan (DIP), recommendations from SACS reviews, etc. From this discussion, identify a specific area for which you will provide continuous professional development for a group of teachers at the site.</p> <p>Specific steps:</p> <ul style="list-style-type: none"> <li>• Collect data to support your decision for the topic of the professional learning – School professional learning plan, School Improvement Plan (SIP), District Improvement Plan (DIP), SACS recommendations, assessment results, surveys, etc. Develop a prioritized list of the professional development needs</li> <li>• Design, prepare, and implement the activities with a team</li> <li>• Support and monitor implementation of the strategies provided</li> </ul>		

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Product	<p>The product includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Artifacts from the professional development plan (i.e. agenda, PowerPoint presentation, materials presented, work products, photographs, work samples, feedback survey, etc.)</li> <li><input type="checkbox"/> How you supported the implementation of strategies and cited research</li> <li><input type="checkbox"/> Reflection on how successful the professional development was, ways to improve/deign the activity for the future, and connections to adult learning theory and culturally responsive teaching.</li> </ul>		
<b>Rubric</b>			
	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Above Standard</b>
Data/Needs Assessment	Does not include data or needs assessment to determine focus of professional development plan. No evidence of candidate's ability to involve individuals in the development of professional needs of the building.	Provides limited data and/or needs assessment results to determine focus for professional development process along with the candidate's ability to involve individuals in the process. Does not clearly demonstrate the candidate's ability to identify a significant challenge and its impact on instructional practice and student learning.	Provides specific data and/or needs assessment results to determine focus for professional development process with the team. Provides extensive evidence that demonstrates the candidate's ability to identify a significant challenge and its impact on instructional practice and student learning; to collect appropriate longitudinal data that support the choice of the challenge; and to discuss the impact the results will have on instructional practice and student learning.
Presentation/Artifacts	Provides limited narrative regarding purpose of professional development activities. Artifacts are limited and/or do not clearly demonstrate the content or quality of the professional development event.	Provides narrative that explains the purpose of professional development activities. Includes at least 2-3 artifacts, (such as agendas, PowerPoints, materials presented, work products and/or photos to demonstrate the content and quality of the professional development event.	Provides clear and through narrative of development of process with a team and purpose of the professional development plan. Includes 4 or more high quality artifacts that clearly demonstrate the content and quality of the professional development plan.
Reflection	Briefly discusses challenges and success of professional development and lessons learned. Minimal mention of challenges and successes of professional development plan and lessons learned.	Discusses how he/she will support and monitor teachers with implementation of strategies. Thoroughly discusses challenges and successes of professional development plan and lessons learned. To identify how the professional development will impact instructional practices and student learning.	Includes all of "Meets Standard" and includes next steps for professional development for the school, group and/or individual teachers given lessons learned and implementation of strategies and how it will impact student learning, identify research that supports the professional development plan, to identify their factors that influenced the plan, to determine follow up that will be provided to support the implementation of the professional development plan.

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Clinical Practice Experience #3	Design and Implement a Community or Parent Involvement or Education Event		
Description of Task	<p>Meet with your Mentor Principal to discuss parent and community involvement at your school. Together, identify one of these two areas as the focus for this task. Determine if this work will require a collaborative process or can be done by the candidate with periodic review and input from key stakeholders.</p> <p>Specific steps for parent involvement/education</p> <ul style="list-style-type: none"> <li>• Conduct a needs assessment to determine areas of parent involvement or education that should be addressed</li> <li>• Design an activity/education program for parents to increase their involvement and/or understanding of activities that support or improve the learning environment</li> <li>• (Sample activities could include: Family Math Night, Fall Festival, Help with Homework, How to Help Your Child Apply for College, The Benefits and Requirements of AP Classes etc.</li> <li>• Gather and incorporate information from parents regarding expectations and interests into the design of your activity</li> <li>• Implement the activity</li> <li>• Collect and analyze feedback to guide future activities</li> </ul> <p style="text-align: center;">OR</p> <p>Specific steps for community involvement/education activity:</p> <ul style="list-style-type: none"> <li>• Identify either an involvement or education activity for community members to increase their involvement in or understanding of the structures that support or improve the learning environment</li> <li>• Sample activities might include: Creating a new school partnership or expanding a current one; Contacting a community group to provide an enrichment opportunity for students or families; Meeting with different community groups or local elected officials to communicate how the school is doing and identify where resources are needed</li> <li>• Implement the activity and reflect upon its success and impact</li> </ul>		
Product	<p>The product includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Artifacts from the activity/event (i.e. agendas, fliers, materials presented, photographs, etc.)</li> <li><input type="checkbox"/> Log of steps undertaken to implement the activity</li> <li><input type="checkbox"/> Reflection on how successful the event was and ways to improve/design the activity for the future</li> </ul>		
Rubric			
	Below Standard	Meets Standard	Above Standard
Description of Event/Activity	Provides limited narrative of the purpose of the event/activity and the group for whom the activity was designed. Provides limited analysis of event's effectiveness.	Provides a general narrative of the purpose of the event/activity and the group for whom it was designed. Provides analysis of event's effectiveness.	Provides a thorough narrative that explains purpose of event/activity and for whom it was designed. Provides analysis of event's effectiveness and how it will impact students.
Artifacts and Log	Provides artifacts that do not provide insight into the event. Log of steps missing or limited.	Provides at least 2-3 artifacts, (such as agendas, materials presented, work products and/or photos) that outline the activity/event. Log provides general picture of steps taken to implement event.	Provides at least 4 artifacts, (such as agendas, materials presented, work products and/or photos) that outline the activity/event. Log of steps sufficiently complete to allow replication of event.
Reflection	Provides limited reflection on his/her role, lessons learned and/or ways to improve/design the activity in the future.	Provides general reflection on his/her role in designing and implementing the activity; lessons learned and ways to improve/design the activity in the future.	Thoroughly discusses his/her role in designing and implementing the activity; lessons learned, and ways to improve/design the activity in the future.



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<b>Clinical Practice Experience #4</b>	<b>Actively Participate/Lead Year-long Site, District, or Community Committee</b>
Description of Task	<p>Meet with your Mentor Principal to identify a site-level, district-level or community committee you can actively participate on and, if appropriate, co-lead or lead. The committee should be addressing an educational topic of interest to the school and should last most, if not all, of the year. The committee should include teachers, parents and/or community members (i.e., Local School Council). If possible, consider the focus of your School Improvement Plan (SIP) or school strategic plan when selecting a committee to join.</p> <p>Specific steps:</p> <ul style="list-style-type: none"> <li>• Attend all committee meetings</li> <li>• Participate in the work of the group and co-lead or lead sessions as possible.</li> <li>• Meet periodically with Mentor Principal and/or University Supervisor to present artifacts and discuss committee progress.</li> <li>• Analyze the efficiency and effectiveness of the group and their impact on student achievement, well-being and/or involvement.</li> </ul>
Product	<p>The product includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Artifacts from the meetings (agendas, minutes, presentation you made, work products, etc.)</li> <li><input type="checkbox"/> Reflection on your role in the group, how successful the meetings were in reaching established goals, and ways to improve the group’s functioning if you were given authority to do so.</li> </ul>

<b>Rubric</b>			
	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Above Standard</b>
Description of Committee Purpose/ Artifacts	Provides limited narrative and artifacts regarding purpose of committee, group members and committee’s work.	Provides a general narrative that explains purpose of the group, group composition, and at least 2-3 artifacts, (such as agendas, materials presented, work products and/or photos) that outline the committee’s work.	Provides a thorough narrative that explains purpose of the group, how group composition impacts the committee, and at least 4 artifacts, (such as agendas, materials presented, work products and/or photos) that outline the committee’s work.
Analysis of Committee Effectiveness	Provides limited analysis of efficiency and/or effectiveness of the committee.	Provides general analysis of efficiency and effectiveness of the committee with some analysis of how the group impacts students.	Thoroughly analyzes the efficiency and effectiveness of the committee/group and provides specific examples of how the group impacts student achievement, well-being or involvement.
Reflection	Provides limited reflection on his/her role and lessons learned.	Provides limited reflection on his/her role in the group, lessons learned and ways to improve the group’s functioning.	Thoroughly discusses his/her role, interactions of group members and their impact on the group, lessons learned, and ways to improve the group’s ability to impact student achievement, well-being or involvement.

<b>Community of Practice Meeting #4</b>			

## **Timeline for EDA 660 and 661 Activities**

### **Community of Practice Meeting #1: Getting Started--Initial Presentation of Data, Target Group and Problem of Practice** **(Due by Sept. 19, 2019)**

*The purpose of this initial Community of Practice Meeting is to establish the group, set its purpose, develop group norms, and introduce members to your initial findings about your proposed target group.*

- ✓ Select and then invite your Community of Practice members to a meeting. Consider the role of each member plays at your school, the skills or characteristics he/she will bring to the group, and your relationship with each member. Think of how the group reflects or doesn't reflect the demographics of your school's demographics.
- ✓ Plan the agenda carefully and think about your strategy for approaching the meeting. Include the following:
  - Develop group norms and goals.
  - Share your initial data analysis process and findings about the target group.
  - Ask the members for their thoughts regarding: Why is the target group not achieving as they should? What is being done now and what might be done? What type of additional data would be useful to gather?
  - Discuss your draft problem of practice and gain consensus for moving forward with the target group and problem statement. Emphasize their key role in this process.
- ✓ Conduct the meeting and keep detailed, well-organized minutes. Make sure you include the first names and roles of those in attendance, a summary of discussion and any agreements made or reports presented. Be sure to develop a schedule of future meeting dates and time.
- ✓ Submit your agenda and minutes on Canvas.

### **Community of Practice Meeting #2: Developing the Plan: Identifying Strategies, Actions, Interventions and Monitoring Practices** **(Due by October 5, 2019)**

*The purpose of this Community of Practice meeting is to discuss any additional data collected and come to consensus on the strategies, actions, and interventions to be implemented and ways the group will monitor the effectiveness of these strategies, actions and interventions.*

- ✓ Plan the agenda carefully. In this meeting, the team should:
  - Share and analyze any data they gathered.
  - Determine if the data supports the identification of root causes.
  - Generate strategies that address the problem of practice agreed upon in the last meeting. The strategies selected may be related to instruction, assessment, or behavioral practices.
  - Determine how they will monitor the effectiveness of the strategies selected.
- ✓ Conduct the meeting and keep detailed, well-organized minutes. Save any work products generated by the group.
- ✓ Submit agenda and minutes on Canvas.

### **Community of Practice Meeting #3: Finalizing the Plan** **(Due by October 20, 2019)**

*The purpose for this Community of Practice meeting is to the monitor the implementation of the strategies, actions and services the group selected. Modifications to the plan should be made if necessary.*

- ✓ Prior to the meeting, gather any assessment data the group has generated for presentation.
- ✓ Plan the agenda carefully. In this meeting, the team should:
  - Analyze any data gathered.
  - Review initial implementation of strategies and services.
  - Discuss whether modifications to the plan are needed.
- ✓ Conduct the meeting and keep detailed, well-organized minutes. Save any work products generated by the group.
- ✓ Submit your agenda, minutes and any work products on Canvas.

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**Step 2: Plan Description of Problem of Practice/Approach to Professional Collaboration/Strategy to Address Problem of Practice** **(Due by October 30, 2019)**

- ✓ Review the rubric before you write and before you submit the final copy. Make sure that your document is clear, well organized, comprehensible and professionally written.
- ✓ Submit your completed document on Canvas.

**Community of Practice #4: Monitoring and Adjusting the Plan** **(Due by November 15, 2019)**

*The first purpose of this Community of Practice is to check on the progress of the actions, services, and/or interventions the group is implementing and adjust as needed. The second purpose is to obtain initial feedback from the group regarding both the students' and the group's learning processes.*

- ✓ Plan the agenda carefully. In this meeting, you should:
  - Evaluate how the plan is going, i.e. what impacts the plan is having on student learning and whether any adjustments need to be made.
  - Begin discussing how the group's learning and behavior have changed.
- ✓ Conduct the meeting and keep detailed, well-organized minutes. Save any work products generated by the group.
- ✓ Submit your agenda, minutes and work products on Canvas.

**Community of Practice Meeting #5: Evaluate the Process and Results** **(Due by November 28, 2019)**

*The purpose of this final Advisory Meeting is to review the results of the actions, services, and interventions and make recommendations about sustaining the learning of students.*

- ✓ Plan the agenda carefully. In this meeting, you should:
  - Review the results of the actions, services and/or interventions the group implemented to deal with the problem of practice
  - Discuss what next steps should/could occur
  - Discuss how student learning or well-being was affected
  - Ask for feedback regarding the group's learning and your leadership.
- ✓ Conduct the meeting and keep detailed, well-organized minutes.
- ✓ Submit your agenda and meeting notes to Canvas.
- ✓

**Step 3: Reflective Narrative** **(Due by December 5, 2019)**

- ✓ Complete the Reflective Narrative. Answer each of the prompts.
- ✓ Review the rubric for Cycle 2 Step 4 before you write and before you submit the final copy. Make sure that your document is clear, well organized, comprehensible and professionally written.
- ✓ Submit your completed narrative via Canvas.

**Field Work #2: Actively Participate in Semester-Long Site, District or Community Committee** **(Due by March 1, 2019; 660-661)**

Meet with your Mentor Principal/Site Supervisor to identify a site-level, district-level or community committee you can actively participate on and, if appropriate, co-lead or lead. The committee should be addressing an educational topic of interest to the school and should last most, if not all, of the year. The committee should include teachers, parents and/or community members (i.e., Local School Council), SACS Review, etc.). If possible, consider the focus of your School Improvement Plan when selecting a committee to join.

Specific steps:

- Attend all committee meetings
- Participate in the work of the group and co-lead or lead sessions as possible.

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- Meet periodically with Mentor Principal and/or University Supervisor to present artifacts and discuss committee progress.
- Analyze the efficiency and effectiveness of the group and their impact on student achievement, well-being and/or involvement.

The product includes:

- Artifacts from the meetings (agendas, minutes, presentation you made, work products, etc.)
- Reflection on your role in the group, how successful the meetings were in reaching established goals, and ways to improve the group's functioning if you were given authority to do so.

### **Field Work #3: Design and Implement Community/Parent Event (Due by April 1, 2019; 660-661)**

Meet with your Mentor Principal/Site Supervisor to discuss parent and community involvement at your school. Together, identify one of these two areas as the focus for this task. Determine if this work will require a collaborative process or can be done by the candidate with periodic review and input from key stakeholders.

Specific steps for parent involvement/education

- Conduct a needs assessment to determine areas of parent involvement or education that should be addressed
- Design an activity/ education program for parents to increase their involvement and/or understanding of activities that support or improve the learning environment
- Sample activities could include: Family Math Night, Fall Festival, Help with Homework, How to Help Your Child Apply for College, The Benefits and Requirements of AP Classes etc.
- Gather and incorporate information from parents regarding expectations and interests into the design of your activity
- Implement the activity
- Collect and analyze feedback to guide future activities

OR

Specific steps for community involvement/education activity:

- Identify either an involvement or education activity for community members to increase their involvement in or understanding of the structures that support or improve the learning environment
- Sample activities might include: Creating a new school partnership or expanding a current one; Contacting a community group to provide an enrichment opportunity for students or families; Meeting with different community groups or local elected officials to communicate how the school is doing and identify where resources are needed
- Implement the activity and reflect upon its success and impact

### **Field Work #4: Review, Analyze, Update and Revise: Safety Plan, Behavior Management Plan, or Attendance Plan**

**(Due by May 1, 2019; 560-561 and 660-661)**

Meet with your Mentor Principal/Site Supervisor to discuss safety, behavior management, and attendance issues at your school. Together, identify one of these areas as the focus for this task. Determine if this work will require a collaborative process or can be done by the candidate with periodic review and input from key stakeholders.

Specific steps:

- Review the most current school plan in your area of focus
- Collect data related to your focus area (i.e. student referrals, detentions, suspensions; absence patterns and dropout rates; or safety issues such as unauthorized entries, fire drill compliance; lockdowns, etc.)

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- Analyze data to determine patterns, trends, and specific students and/or student groups impacted and why.
- Research evidence-based practices related to your area of focus.
- Determine how the plan should be revised and identify the processes you used to make decisions.
- Present recommendations to revise and/or improve the school-wide safety, behavior management, or attendance plan to your Mentor Principal and stakeholders (if applicable)

The product includes:

- Analysis of the data collected regarding the area of focus— safety, behavior or attendance
- Summary of evidence-based practices researched
- Recommendations for revision and/or improvement of the current plan
- Plan for sharing the proposed findings and recommendations
- Reflective narrative regarding what you learned during the process, how the changes will impact students and what you would do differently if given the authority.

### **Self-Assessment of Candidate Disposition Development**

**(Due May 10, 2020)**

Carefully complete self-assessment of the Candidate Disposition Development form. If you can, meet with your Principal and complete the instrument together. If this is not possible, fill it out yourself. After completing the form, look back at your strengths and areas of need. Did you improve? Were you able to capitalize on your strengths? To what extent did you meet your goals? How are your actions aligning with your development as an Equity-Driven Leader? Submit a one-page reflection to your University Supervisor on Canvas.

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**CLARK ATLANTA UNIVERSITY  
Educational Leadership**

Educational Leadership Field Experience Evaluation

Strongly Disagree — Disagree — Undecided — Agree — Strongly Agree

1. I would recommend this course to others.
2. This fieldwork was useful in progress toward my degree.
3. The reflection assignments helped me further develop my writing ability.
4. The required activities and tasks helped me develop critical thinking skills.
5. This experience helped me develop intellectual skills (e.g., critical or creative thinking, quantitative reasoning, problem solving, etc.).
6. This experience helped me develop professional skills (e.g., written or oral communication, computer literacy, teamwork, etc.)
7. The 3 triad meetings developed my communication/ presentation skills.
8. The experience increased my ability to collaborate and work in teams.
9. This experience enhanced my knowledge of the education world (e.g., school cultures, best practices, leadership styles, etc.)
10. This mentor principal/site supervisor helped to develop my ability to apply theory to practice.
11. Overall, this experience met my expectations.
12. I would recommend this mentor principal/site supervisor to other students.
13. The handbook was clear, and I understood the expectations of the course.
14. The mentor principal/site supervisor communicated expectations clearly and was easy to understand.
15. The mentor principal/site supervisor encouraged my participation in leadership activities.
16. The handbook presented course material in a clear manner that facilitated understanding.
17. The mentor principal/site supervisor effectively organized and facilitated learning opportunities.
18. The mentor principal/site supervisor and entire experience stimulated my interest in educational leadership.
19. The mentor principal/site supervisor provided helpful feedback.
20. The instructor was helpful to me outside of class (during office hours, in conferences, email exchanges, etc.)

Additional comments: The document is to be submitted electronically at

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APPENDIX

**New Georgia Educational Leadership Standards and Elements Adapted from PSEL**

[Alternative Prep. Rule Reference – 505-3-.76](#) [Traditional Prep. Rule Reference - 505-3-.77](#)

**Guidance:**

EPPs are required to use as the basis for program curricula the Georgia Educational Leadership Standards (GELS) that have been adapted from the Professional Standards for Educational Leadership (PSEL). These standards, as well as the elements that accompany them, should be reflected in planning forms, catalogs, syllabi, key assessments, and website information for both Tier I and Tier II programs. Program design, implementation, and assessment should be based on the GELS. EPPs are advised to consider additional standards (national and state) in developing and implementing program curricula and clinical experiences at the appropriate levels (see guidance topic III. 2.).

**Implementation Timeline:** Fall 2020

[https://www.gapsc.com/EducatorPreparation/Assessment/documents/gace\\_newsletter\\_05\\_2019.pdf](https://www.gapsc.com/EducatorPreparation/Assessment/documents/gace_newsletter_05_2019.pdf)

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[Georgia Assessments for the Certification of Educators® \(GACE®\) Newsletter May 2019 - gapsc.com](#)

[www.gapsc.com](http://www.gapsc.com)

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