PROGRAM SUMMARY
Preliminary Administrative Services Credential

I. Program Design

Created in 2000, the Educational Leadership Development Academy (ELDA) at the University of San Diego offers professional learning opportunities to aspiring administrators. ELDA is a leadership development program affording master teachers opportunities to develop their leadership skills and enhance their learning. This continuum of leadership development opportunities has grown dramatically in scope as aspiring principals asked the faculty in the Department of Leadership Studies to expand learning opportunities for them. The original programs, begun in 2000-2001, included the two-year Aspiring Leaders Program (Tier I Preliminary Administrative credential) and the New Leaders Program (for principals and assistant principals in their first five years of practice resulting in a (Tier II) Professional Administrative credential). We have not accepted a cohort for the Professional Administrative credential since 2006 and have not offered Professional Administrative courses since 2008 when our last candidates completed their program. For this reason this summary focuses only on our Preliminary credential program.

The program has been designed to meet and exceed the California Professional Standards for Educational Leaders (CAPSEL) requirements. At USD, the ELDA program is based upon the School of Leadership and Education Sciences "ACE" framework: **a**cademic excellence, **c**ritical inquiry, reflection; community and service; and, **e**thics, values and diversity. The 'ACE' themes are the foundation for all aspects of the credential programs.   ELDA is strongly supported by the Dean and faculty of the SOLES. Partnerships have been created with district Superintendents from San Diego County that provide ongoing feedback and integration of district initiatives with program components and standards.

The program facilitates regular communication and coordination among faculty and staff. The SOLES faculty meetings provide avenues for formal communication and coordination; informal communication occurs on a regular basis among full-time faculty, adjunct faculty, and program staff. The program staff receives regular updates from Supervising/Mentor Principals and University Supervisors regarding candidate performance as they progress through their apprenticeship.

The program staff continually seeks to remain current on credential requirements and works with Graduate Studies personnel to ensure candidates have met all requirements for completing the program and earning the credential.

Leadership within the ELDA program
The Educational Leadership Development Academy programs are under the umbrella of the Department of Leadership Studies. The ELDA programs Co-Directors are responsible for design, curriculum development, mentoring candidates, teaching courses, candidate recruitment, admission, advising, registration, and credentialing. In addition, the directors coordinate Leadership Studies Department faculty and adjunct faculty who teach courses in the programs.

Each candidate's progress is carefully tracked, and individualized support and guidance are provided.

Leadership Studies Department Chair:	Dr. Cheryl Getz
Co-Directors of ELDA	Dr. Rose Linda Martinez Richard Thome

The administrative credential programs also have the following additional staff support:

Executive Assistant to ELDA Programs	TBD
ELDA Program Consultant	Dr. Freda Callahan
Educational Leader in Residence/Consultant	Dr. Lis Johnson
Credentials Analyst	Linda Dews
Graduate Assistant	Alex Lehman

TABLE 1	ELDA Course Sequence

Communication within the professional credential program and with the institution

There are several regular meetings and standing committees that support communication within the credential programs and with the institution. The follow meetings/committees meet as noted below:

- Department meetings (monthly)
- Credential faculty meetings (monthly)
- University Supervisor meetings (monthly)
- Supervisor meetings and orientations (beginning and end of each semester)
- General program advisory meetings (annually)
- Candidate input meetings and surveys (throughout the semester)

Meetings are used for input from various stakeholders (students, University Supervisors, and mentor Principals) on the curriculum, teaching and learning process, practicum coordination, etc., throughout semester. The Assistant Dean of assessment support works with program directors regarding the design of assessment. As recommended by the program directors, the Assistant Dean of assessment support meets with supervisors and faculty.

Administrative Services Programs Modifications
2008-2011

- Started World Educational Leadership Link (WELL) Project
- Created the *Transformation Initiative field experience* to integrate the mentoring/supervision and evaluation process for ELDA candidates
- Hired new University supervisors that diversified the pool
- Expanded field placement criteria and began the process of including mentor principals from private, charter and other alternative educational settings making more purposeful placements commensurate with changing educational paradigms.
- Expanded recruitment to include a larger geographic pool of applicants
- Redesigned the course sequence for Aspiring Leaders credential programs
- Worked closely with other departments (Counseling, Teaching and Learning, CEPAL, Non-Profit) to "bridge" relations with the ELDA Program
- Created a Superintendent's Collaborative for San Diego county districts
- Beginning 2010-2011, all ELDA candidates are required to become certified PACT assessors.
- Truncated portfolio rubric for candidate portfolio evaluation to a 7-point scale (scores of 8-10 are to be reserved for Tier II should the program become active again at some future point).
- Operationalized use of *Foliotek* electronic portfolio system for launch Fall 2011

II. Course of Study (Curriculum and Practicum Experience)
There are two options a candidate has to earn a Credential:
- Aspiring Leaders Cohort (Tier I) program
- Master's program Leadership Studies

Tables 1-3 below list the course sequence, number of units and hours required in each option.

Aspiring Leaders ELDA		
Course Title	**Units**	**Semester**
LEAD 588 Diversity and Preparation of School Leaders	2	Fall Year 1
LEAD 583 Special Topics I	1	Fall Year 1
LEAD 597P/598P Practicum in School Administration (20 hours per year)	2	Fall Year 1
LEAD 551 Human Relations for Leaders	3 Summer or Intersession Course	Intersession Year 1
LEAD 552 School Law for Aspiring Leaders	3	Spring Year 1
EDUC 560 Technology	1	Spring Year 1
LEAD 597P/598P Practicum in School Administration (20 hours per year)	1	Spring Year 1
LEAD 553 Instructional Leadership and Supervision I	2	Fall Year 2
LEAD 584 Special Topics II	1	Fall Year 2
LEAD 597P. 598P Practicum in School Administration (20 hours per year)	2	Fall Year 2
LEAD 558 School Leadership and Politics Education	3	Spring Year 2
LEAD 554 Instructional Leadership and Supervision II	2	Spring Year 2
LEAD 597P. 598P Practicum in School Administration (20 hours per year)	1	Spring Year 2

TABLE 2
MASTERS DEGREE COURSE SEQUENCE

ELDA Program Summary	
Graduate Course Sequence	
Course Title	**Units**
LEAD 550 Leadership Theory and Practice	3
LEAD 555 Leadership and Ethics	3
LEAD 559 Leadership and Organizational Change	3
LEAD 549 Research and Methodologies for Leaders	3

III. Assessment of Candidates

There are multiple means of candidate assessment throughout the programs. A rich assessment system supports candidates to become masterful of the academic content, self-reflective, emotionally intelligent and globally empathetic leaders, developing traits that are identified as important in the adult education and leadership development literature.

The table below lists the various instruments and experiences on which all credential candidates are assessed:

Preliminary Administrative Credential Candidate Assessments

When	*What*	*Who*	*Outcome*
Group orientation meeting for beginning candidates	Discussion of various assessments, courses, Portfolio and expectations	Faculty, Program Administrators and Candidates	Knowledge of assessment during program, and outcomes
Continuing assessment in coursework	Embedded assignments	Course Instructors	Development of knowledge/skills measured against portfolio and CAPSEL rubrics
Midpoint	Course Evaluation Practicum Triad Meetings	(Program Faculty University Supervisors and/or Cooperating Mentor Principals)	Formative and summative candidate assessment
	Embedded assignments	Course Instructors	
	Practicum evaluations reviewed,	Program Director, Faculty	
	Roundtable discussion	Program Director, University Supervisors Faculty	
Exit assessment	Comprehensive evaluation of candidates progress Portfolio Assessment and Presentation	Credential Analyst, Program Director, Mentor Principal, University Supervisor, Home School Principal	Recommendation or non-recommendation for credential