



USC Rossier
School of Education

School Leadership Academy

15-Month, Online
Preliminary Administrative Services Credential
Preparation Program

Accepting Applications for Cohort 14: Fall 2022

TABLE OF CONTENTS

Welcome!	2
Program Overview and Course Descriptions	3
Application Instructions and Requirements	5
Tuition Information	
Application Essays	
Current Resume	
Letter of Recommendation	
Copy of your Credential	
Application Fee	
Interview	
Appendix	8
Essay Application Rubric	
Guidelines for Letters of Recommendation	
Role of the Fieldwork Site Supervisor	
State of California Commission on Teacher Credentialing:	
Administrative Services Credential Requirements	

For more information, visit our website at:

Rossier.usc.edu/programs/pd/school-leadership-academy-pd/

Interim Program Administrator

Kate O'Connor

keo@usc.edu



Welcome!

Thank you for your interest in the University of Southern California Rossier School of Education **School Leadership Academy**.

We are looking for passionate educators for our next cohort!

If you are an experienced teacher or educational professional, enrolling in the **School Leadership Academy** is the natural next step in your career. The Academy program will prepare you for entry into a K-12 administrative leadership role such as school principal, head of school, assistant principal, curriculum coordinator, dean or lead teacher.

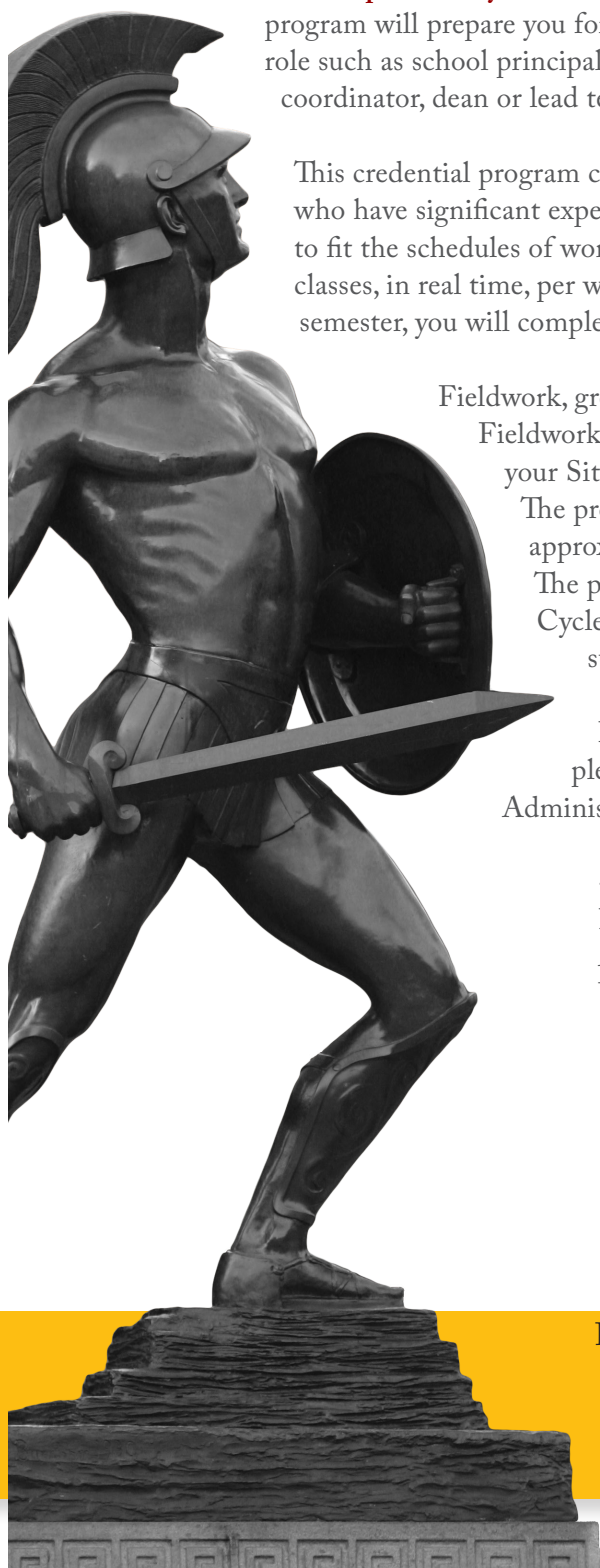
This credential program consists of rigorous coursework and fieldwork facilitated by USC faculty who have significant experience as principals, superintendents and educational leaders. Designed to fit the schedules of working professionals, classes are held online - 2 two-hour interactive classes, in real time, per week. There is approximately 8-10 hours of homework per week. Each semester, you will complete two courses.

Fieldwork, grounded in practice, is a key part of this preparation program. Your USC Fieldwork Coordinator will guide you through the apprenticeship together with your Site-Supervisor, a credentialed administrator at your school or district. The program's summative assessment is based on projects that will require approximately 200 hours to complete over two terms. The program's curricula is closely align to the three CalAPA Leadership Cycle Assessments re-quired by the State of California, so you will be supported throughout the CalAPA submission process.

If you are ready to prepare for an administrative leadership role, please complete the online application and/or contact the Program Administrator, Kate O'Connor [keo@usc.edu] for more information.

- Darline P. Robles, PhD

Faculty Advisor, School Leadership Academy
Associate Dean for the Office of Equity and Community Engagement
USC Rossier Professor of Clinical Education



Following successful completion of this 15-month online program and meeting the requirements of the California Commission on Teacher Credentialing, you will be recommended to the CTC for a **Preliminary Administrative Services Credential**.

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SCHOOL LEADERSHIP ACADEMY

IMPORTANT INFORMATION

APPLICATIONS REVIEWED:

03/04/2022 - 7/15/2022

APPLY ONLINE AT:

[CONNECT.ROSSIER.USC.EDU/APPLY](https://connect.rossier.usc.edu/apply)

ONLINE ORIENTATION:

8/15/2022

5 - 6:30 PM

PROGRAM START DATE

8/22/2022

PROGRAM END DATE

05/05/2023

Program Overview & Course Descriptions

The **School Leadership Academy** curriculum challenges candidates to critically examine contemporary issues confronting a variety of school types and contexts. During the 15-month online program, candidates draw from research, practice, and their own experiences as educators and work collaboratively to develop effective and sustainable strategies for school leadership.

The curriculum is aligned to the California Administrators Performance Expectations (CAPE) and is guided by an equity framework. Courses support candidates' abilities to master the CAPE standards and demonstrate the effective knowledge, skills, and dispositions to address the challenges and opportunities in leading California's K-12 schools.

The **School Leadership Academy** is led by experienced and successful school administrators who have significant knowledge and skills not only in leading diverse school settings, but also demonstrating expertise in the California Administrators Performance Expectations (CAPE) areas:

- development and implementation of a shared vision
- instructional leadership
- management and learning environment
- family and community engagement
- ethics and integrity
- external context and policy

Term I:

EDUC 533x School Leadership: Theory and Practice

Develop foundational knowledge and skills of theories and principles of leadership. Apply those principles to identify and frame authentic problems of practice in elementary and secondary schools.

EDUC 537x Leading with the Community and Culture in Context

Create a positive culture of learning to promote student success. Learn how to implement strategies to engage diverse communities.

Term II:

EDUC 548x Data Driven Leadership for Schools

Analyze, interpret, and use multiple and varied data sources to increase effectiveness of instruction and programs, improve student learning, and reduce or eliminate the achievement gap.

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SCHOOL LEADERSHIP ACADEMY

EDUC 549x Supervising Instruction for Optimal Learning

Apply theories of learning to evaluate curriculum and instruction. Develop methods to appropriate learning opportunities and experiences to improve student achievement and support equitable, quality instruction.

EDUC 648x Apprenticeship in School Administration and Leadership

First semester of supervised field experience in administrative areas of K–12 schools. Develop mastery of the California Administrative Performance Expectations (CAPE) through crafted and self-selected projects, students must arrange for an administrator at your school site to serve as your site supervisor for fieldwork. See page 11 for details.

Summer Term:

EDUC 538x Entrepreneurial School Leadership

Discover entrepreneurial opportunities in education and develop the a school business plan to improve educational outcomes through real world examples from leading experts in the field.

EDUC 643x Advancing Community Support through Social Media

Diversify school and district communication strategies using social media. Address stakeholder needs and interests with specific objectives, strategies, assessment, and accountability measures.

Term III:

EDUC 641x Human Capital and School Organization

Manage, develop, and support the growth of the school's leadership, organization, personnel, facilities and operations. Foster the knowledge and skills required to oversee areas such as budget, grounds, personnel, policy, and legal mandates.

EDUC 649x Apprenticeship in School Administration and Leadership

The second and final semester of supervised field experience culminating in the Competency Record and program completion.

CalAPA

All CTC approved preliminary administrative credential programs are required to participate in the California Administrators Performance Assessment (CalAPA). Through the CalAPA cycles, candidates demonstrate the knowledge and skills tied to the California Administrators Performance Expectations (CAPE), the California Professional Standards for Educational Leaders (CPSL), and the California Administrators Content Expectations (CACE) in order to be eligible for the Preliminary Administrative Credential and serve as a school leader.

“The USC Rossier School Leadership Academy has provided me with the support I need to become a dynamic leader of change in today's world”

- Daniel Spinks
Teacher,
Oakland Unified School District

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Application Instructions and Requirements

The School Leadership Academy is designed for individuals who have a passion for education and are committed to leading positive change for all educational stakeholders. The program is appropriate for educators and leaders who:

- 1) Hold a valid teaching or PPS credential
- 2) Have a minimum of 3.5 years of professional, full-time experience*

**Please note that in order to receive the Preliminary Administrative Credential from the CTC, you must have verification of five years of full-time experience. You must verify your years of full-time experience to the CTC from your current and/or previous employer via a letter or letters signed by a district officer, or HR representative with title, clarifying dates of full-time employment.*

To apply for the School Leadership Academy, complete the online application found here:

connect.rossier.usc.edu/apply

The application consists of:

- Three required application essays
- Your current resume
- Your current teaching and/or PPS credential
- Letter of recommendation from your current supervisor, evaluator
- \$25 non-refundable, non-transferable application fee
- Phone interview following review of your application

Tuition Information

Tuition is \$10,000. Payments can be made by credit card, a P.O. from a verified district, by check, or by USC Credit Union Loan. All checks should be made out to "USC". When registering, you will be charged a \$500 non-refundable deposit, and you must make the remaining \$9500 by July 15th, 2022. A \$100 late fee will be charged beginning July 16th. If no payment is made by July 23, 2022, you will forfeit your place in the cohort and lose your deposit.

"After teaching for six years, I decided it was time to move on to the next stage of my career. I applied to USC Rossier's School Leadership Academy, in part, because of its stellar reputation, extensive alumni network and world-class faculty. And, as a new mother and a working professional, the fact that the program is online and can be completed in 15 months, made it a good fit for me. The program is also affordable and convenient. If you are interested in educational leadership, this program is the best investment you will ever make."

*- Cara Reyes
Special Education Teacher*

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SCHOOL LEADERSHIP ACADEMY



Application Essays

The essay portion of the application is your opportunity to tell us more about you as an educator and future school leader. Your responses should tell us who you are, how you arrived at this point and your career goals, your expectations for the program and how they align with your professional goals as well as what you will bring to the program. Your essay responses will be referenced during the personal interview. Refer to the 3 essay questions on your application page.

Please adhere to conventional spelling and grammar rules and be sure to use spell check! Each Essay must be uploaded as a separate PDF in the Application website.

Current Resume

Please upload a PDF of your most current resume that includes your educational and professional background.

Letter of Recommendation

You will be asked to provide one Letter of Recommendation from your direct supervisor/evaluator who can speak to your leadership potential. Ideally, this letter is from the person who will supervise your fieldwork. Please upload a PDF.

Please review the Guidelines for Letters of Recommendation document found in the appendix and share that information with your recommender.

Credential

Upload a copy of your current valid credential. To access your California credential through the CTC, use the following website:

www.ctc.ca.gov/credentials/ctc-online---your-educator-account

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Application Fee

There is a one-time \$25 application fee for our online form. Please follow the online prompts to enter your credit card information. Link to apply: connect.rossier.usc.edu/apply

Interview

Once your application has been reviewed, you will be asked to participate in a 30-minute phone interview. During the interview, you will be asked to describe your professional goals, share your leadership experiences, and clearly articulate your passion for learning, leadership, and growth.

Admission

Within 48 hours of your interview, you will be notified of your admission status. If admitted, you will be provided with an information packet with further details. Please check your spam/junk mail in the event it lands there!

It is important that you respond to the invitation by submitting your \$500 non-refundable deposit in order to save your seat for the Cohort to which you have been admitted. Please note: Cohorts fill quickly and only students who have placed their deposit are guaranteed a seat.



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APPENDIX

GUIDELINES FOR LETTERS OF RECOMMENDATION

ROLE OF THE FIELDWORK SITE SUPERVISOR

CALAPA

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SCHOOL LEADERSHIP ACADEMY

Guidelines for Letters of Recommendation to the School Leadership Academy

Please share these suggested guidelines with the person who has agreed to submit your letter of recommendation. We are primarily interested in the summary estimates of a candidate's general promise as a future school leader based on the recommender's experience with the applicant. The more the recommendation reflects real knowledge of the applicant and their performance, the more useful the letter is to helping us decide about the admission of the applicant to the program.

Elements to address:

- Please be sure to indicate how long you have known the applicant and in what capacity.
Suggested elements to address:
- Commitment to the profession: How has the applicant proven themselves to be committed to students and colleagues? Please provide examples.
- Ability to communicate: Is the applicant an effective writer and articulate in oral expression? Can the candidate communicate clearly and appropriately.
- Industry and self-discipline: To what extent is the applicant persistent, efficient and motivated? Is the applicant able to work independently? Is there any reason to doubt the applicant's commitment as a student to an academic graduate-level program? Will he/she accept a challenge with self-confidence, admit mistakes and ask for help when needed?
- Personal achievements: Has the applicant sought or created opportunities to make use of his or her native ability and how effectively has he/she exploited them? How do the applicant's achievements compare to those of his/her peers?
- Candidate's insight into his or her own assets and liabilities: Will the applicant accept constructive criticism?
- Personal effectiveness: Does the applicant possess the qualities of maturity and personal aptitude to become a school administrator? Does the applicant enjoy the trust and respect of fellow students and peers? Would you be willing to work with the applicant on special projects related to this program?
- Potential for success: What is your prediction of the applicant's probable performance in the program and after conclusion of the program? Does he/she have any specialized skill or know-how in the field? How does this applicant rate compared to other teacher leaders you know?

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SCHOOL LEADERSHIP ACADEMY

Role of the Fieldwork Site Supervisor

You will select a Site Supervisor (principal or vice principal at your site) who will provide ongoing mentoring and coaching throughout your progress in the fieldwork. This role must be considered separate from the Site Supervisor's evaluation of job performance, if the Site Supervisor also acts as your evaluator.

Every participant in the program requires a supervisor for their field work apprenticeship experience. Through the eight months of Fieldwork you will be completing assignments that will accrue 200 hours of leadership experience. Candidates do this work before or after school or during planning periods, as time is available. Fieldwork begins in term two.

Once fieldwork begins, you will work closely with the participant to plan, create and help implement projects, experiences and other related activities as part of an "Action Plan" that aligns to the California Administrators Performance Expectations (CAPE). You must demonstrate competency on each of the performance expectations, as evaluated by your Site Supervisor. You and your Site Supervisor will receive the School Leadership Academy Fieldwork Handbook outlining important information, documents, and dates for the program.

You will

- shadow at site, district, board, and/or community meetings
- participate in objective inquiry and critical reflection of the site
- submit and an action plan and logs throughout the two semesters
- meet with the Fieldwork Coordinator both in full group and one one-on-one meetings throughout the term
- participate in an end of term conference with the Fieldwork Coordinator and your site supervisor to discuss your progress in EDUC 649
- review the Administrative Services Candidate Competency Record of your leadership performance at this final meeting



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SCHOOL LEADERSHIP ACADEMY

CalAPA

Focusing on instructional leadership and school improvement leadership, the CalAPA is designed to assess a candidate's preparedness prior to entering school as an administrator.

Who will participate?

Every candidate in any CTC approved program in California participates.

How do I sign up?

To sign up for the CalAPA, you will create an account in the online system through the "register" tab at: ctcexams.nesinc.com

What is the assessment like?

The CalAPA consists of three leadership cycles, each requiring you to investigate, plan, act, and reflect. Built into the School Leadership Academy coursework, you will complete these cycles during specific courses, submitting sections of each cycle for instructor and peer coaching prior to submission to the CalAPA online platform. The cycles include:

Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Cycle 2: Facilitating Communities of Practice

Cycle 3: Supporting Teacher Growth

Details regarding each of the cycles are available at: <http://www.ctcpa.nesinc.com>

What do I have to submit?

Submitted work will include evidence of leadership practice for each section in the form of written narratives, data, artifacts and videos. You are responsible for having the appropriate materials and equipment to complete the tasks; this includes video recording equipment such as a cell phone or video camera. All final submissions are submitted to the online CalAPA platform managed by Pearson. Please save all submissions in a safe place should you need to access them again; once uploaded, you will not be able to retrieve nor access your submissions from the Pearson system.

When do I have to submit each cycle?

Since each cycle is built into School Leadership Academy coursework, you will be submitting assignments throughout the program; the goal is that by the time you finish the program, you will have completed and submitted all CalAPA cycle assignments. Candidates have 18 months from the time you register to complete the three CalAPA cycles with all of the assignment submissions. CalAPA posts cycle assessment deadlines and scoring timelines at: ctcexams.nesinc.com

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SCHOOL LEADERSHIP ACADEMY

What does my school site need to know?

Your school site needs to know that you are working toward your Preliminary Administrative Credential and will be taking the required CalAPA. The leadership cycles require you to participate in school activities, access and gather data, plan and conduct meetings, observe and coach teachers, and identify and solve pressing problems of practice. You will need to speak with your school's leaders about access to data, colleagues, and information related to instructional leadership and school improvement. Be sure to be upfront with school leadership and plan early to avoid any potential conflicts. Share the details of the leadership cycles, as your site supervisors may have ways to support you.

Can I get help on the leadership cycles?

There are very specific guidelines regarding ways in which instructors can offer guidance and assistance. You will have access to the rubrics, any exemplars provided by the CTC, and time during coursework to collaborate with your peers to receive coaching. Instructors are allowed to provide generalized coaching, yet cannot assess your work against the CalAPA rubrics, nor edit your work. They can, however, make recommendations, explain the tasks, ask and answer questions, check in with your progress, and review any resources available to you.

CTC resources are made available to you online through the School Leadership Academy LMS as well as on the CTC site.

Who assesses my submissions?

Trained educators located throughout California assess your submissions. Assessors hold administrative credentials, have experience as school leaders, and have undergone training through CalAPA.

How are the leadership cycles scored?

After final submission, your work will be assessed and scored based on the CalAPA rubrics. Individuals will receive feedback to help them gauge readiness to serve as school leaders.

Is there a fee?

The CalAPA leadership costs \$425 per candidate (Cycle 1:\$125, Cycle 2:\$150, Cycle 3:\$150) to complete and is paid on the secure Pearson platform. Candidates who do not pass a cycle must repeat the submissions for that cycle and must repay for that cycle.