Notre Dame de Namur University
1500 Ralston Avenue
Belmont, California 94002

SCHOOL OF EDUCATION AND PSYCHOLOGY

ADMINISTRATIVE SERVICES AND
MASTER OF ARTS DEGREE IN SCHOOL
ADMINISTRATION PROGRAM

NEW CANDIDATE HANDBOOK

2019-2020

Dr. Susan Charles
Director, Administrative Services Credential and Master's

Telephone: (650) 508-3473
Fax: (650) 508-3457
Email: scharles@ndnu.edu

WELCOME TO NDNU'S
ADMINISTRATIVE SERVICES PROGRAM

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E. NDNU's Sexual Harassment Policy

F. California Administrator Performance Expectations (CAPEs) Revised 2016

Dear Administrative Services Credential Candidate,

Congratulations on your admittance to Notre Dame de Namur's Administrative Services Program! You are beginning a rigorous and rewarding two-year journey, which will prepare you for a bright future in educational leadership.

As you know, your NDNU program in educational leadership preparation will have as a primary focus educational excellence and equitable access for all students. As an instructional leader you will also work toward a Master of Arts degree in School Administration. The Administrative Services Credential (eligibility certificate) and the Master of Arts are concurrently awarded at the successful conclusion of the NDNU program. As you know, the Administrative Services Credential does not become fully effective until you have a position as an administrator. In that way, the "time-clock" toward the Professional Clear Administrative Services Credential does not begin until you become an administrator.

In addition to the program overview, we include a two-year cycle sheet reflecting courses and semesters taught. Your individual time/process worksheet is also included in this packet as are the forms for the completion of each of the four practicum projects attached to the coursework in the program.

Also included are the forms that will document your practicum assignments which will be required for each of the four practicum courses in the program. You will be visited by a University liaison during each of the practicum projects and we at the University will be working closely with your practicum supervisors in the field.

Lastly, several frequently asked questions in regard to the Program and the Master of Arts degree are included as is the contact information for key individuals in the NDNU community.

You will meet with your advisor, the Administrative Services Program Director, once each semester (or more often should you choose) to monitor your progress and review and continue to plan your pathway to successful completion.

Once again, we are pleased to have you in the Administrative Services Program. Together we will all make a difference in terms of learning how to optimally provide educational excellence for all our students.

Dr. Susan Charles
Director, Administrative Services Program

THE ADMINISTRATIVE SERVICES CREDENTIAL

The Preliminary Administrative Services Credential Program at Notre Dame de Namur University is a unique 30 unit program. Concurrently, with eligibility for an Administrative Services Credential, the successful candidate will be awarded a Master of Arts degree in School Administration.

Four courses within the program focus (establish) a critical background in solid administrative practice. These courses are in leadership, human resources, finance, as well as organization and management.

The four practicum classes in the program offer an intensive focus on administrative practice as it applies to the field. Each of the courses includes a field-based project implemented by the candidate and approved and evaluated in a unique collaboration between the University, district and school. These courses cover school/parent/community relations; school law, governance and politics; program initiation and implementation; and contemporary topics in leadership and technology.

To assure preparation for curriculum leadership in the credential/master's candidate coursework, two offerings in curriculum and assessment and evaluation are included in the program.

During the last year in the program, candidates take part in a one-unit capstone course experience in which all candidates display their mastery in knowledge and applicable practice.

NOTRE DAME DE NAMUR UNIVERSITY
Administrative Services and Tier I Program

Core Requirements

Completion of four three-unit "core" courses which provide the background for the instructional leadership task

EDU 4600	Financial Management	(3 units)
EDU 4604	Human Resource Management	(2 units)
EDU 4606	Leadership Concepts	(3 units)
EDU 4609	Organization and Management	(3 units)
EDU 4621	School/Parent/Community Relations	(3 units)
EDU 4624	School, Law, Governance and Politics	(3 units)
EDU 4627	Instructional Leadership	(3 units)

Master's Degree/Instructional Leadership

EDU 4700	Trends in Curriculum Development	(3 units)
EDU 4703	Educational Assessment and Evaluation	(3 units)

Final Year Requirement

EDU 4881	Action Research/Capstone Project	(3 unit)

NOTRE DAME DE NAMUR UNIVERSITY
SCHOOL OF EDUCATION AND LEADERSHIP

Two-Year Course Planning Guide

Preliminary Administrative Services Credential Program
Masters of Arts in School Administration
Dr. Susan Charles
(650) 508-3473
scharles@ndnu.edu

Prerequisite course work: (Psychology, Sociology)

Course #	Course Title	# Units	Fall 2018	Spring 2019	SSI 2019	SSII 2019	Fall 2019	Spring 2020	SSI 2020	SS II 2020
EDU 4600	Financial Management	3	X					X		
EDU 4604	Human Resource Management	2			X					
EDU 4606	Leadership Concepts	3					X			X
EDU 4609	Management and Organization	3				X				
EDU 4621	School Community Relations	3		X					X	
EDU 4624	School Law, Governance, and Politics	3					X			
EDU 4627	Program Initiation and Implementation	3		X						
EDU 4700	Trends in Curriculum Development	3	X				X			
EDU 4703	Educational Assessment and Evaluation	3		X				X		
EDU 4881	Action Research/Capstone	3	X				X			

This schedule is subject to modification as necessary.

Semester of Acceptance _____   Student ID_____

Director: Dr. Susan Charles   Visitation Completed_____
Email: scharles@ndnu.edu

Preliminary Administrative Services Credential
Master of Arts in School Administration

Acceptance: Full___   Name: _____

Provisional___   Address: _____

Probationary___   City/State/Zip: _____

Cleared___   Home Phone: _____

Work Phone _____

E-Mail _____

Semester Probation: _____   Institutions Attended _____

Cleared: _____   Degree/Credential: _____

Cumulative GPA: _____

Candidacy: Advanced_____   Verification of 3 yrs

Denied _____   teaching experience: _____

Prerequisites (6 Units)

Course Number	Course Title	College	Date Planned	Date Completed	Units	Grade
_____	Introduction to Psychology	_____	_____	_____	3	____
_____	Introduction to Sociology	_____	_____	_____	3	____

Comments:_____

_____

_____

_____

Core Course (30 Units)

Completion of these 30 units will fulfill requirements for the Administrative Service Credential, Tier I, and the Master's Degree in School Administration

		Date Planned	Date Completed	Units	Grade
EDU 4600	Financial Management	_____	_____	_____	3	____
EDU 4604	Human Resource Management	_____	_____	_____	2	____
EDU 4606	Leadership Concepts	_____	_____	_____	3	____
EDU 4609	Organization & Management	_____	_____	_____	3	____
EDU 4621	School-Community Relations	_____	_____	_____	3	____
EDU 4624	School, Law, Govt, & Politics	_____	_____	_____	3	____
EDU 4627	Instructional Leadership	_____	_____	_____	3	____
EDU 4700	Trends in Curriculum Development	_____	_____	_____	3	____
EDU 4703	Educational Assessment & Evaluation	_____	_____	_____	3	____
EDU 4881	Action Research/Capstone	_____	_____	_____	3	____

Notre Dame de Namur University
School of Education and Leadership
Administrative Services Credential
Master's Degree in Educational Administration

Practicum Assignments Overview

Practicum assignments will be judged in terms of how well the candidate (in the role of emerging educational leader) addresses the essential questions listed under the following Administrative Standards:

Standard 3 – Development of Professional Perspective
> How does the work done on the practicum assignment reflect the intersection of theory and practice in relation to leadership, teaching and learning in the context of foundational school issues in California?

Standard 4 – Equity, Diversity, and Access
> How do education leaders promote the development and implementation of plans that serve to deepen understanding of issues of diversity through inclusive group process strategies that address all school cultural groups with student equity and success issues core to the work?

Standard 5 – Role of Schooling in a Democratic Society
> What must an educational leader know and do to be able to develop teamwork, leadership capacity in others, and to create an environment that deals positively with change?

Standard 6 – Opportunities to Learn Instructional Leadership
> How do educational leaders establish systems to solve problems, manage recurring school functions and effectively carry out school/district practices and policies that result in a positive learning environment?

The Practicum assignment will be collaboratively agreed-upon by the candidate, the instructor, and the program director. The following Administrative Standards will serve as the foundation for such collaborative agreement:

Standard 7 – Nature of Field Experience
> The field experiences undertaken in the practicum assignments will be closely related to the job performances requirement of administrators.
> Field experiences and course work are closely linked.
> A variety of school levels and school settings will be addressed by each candidate while undertaking practicum projects.

Standard 8 – Guidance, Assistances, and Feedback
> School site-based supervisors and University supervisors will jointly work with the candidate during the practicum experience.

NOTRE DAME DE NAMUR UNIVERSITY
BELMONT, CALIFORNIA

PRACTICUM PROPOSAL (Initial Submission)

CANDIDATE _____

COURSE _____

DATE _____

ANTICIPATED DATE OF CREDENTIAL/MASTERS DEGREE _____

SCHOOL/DISTRICT SITE(S) FOR PRACTICUM PROJECT IMPLEMENTATION

SCHOOL/DISTRICT ADMINISTRATIVE PARTNER FOR PRACTICUM PROJECT SUPERVISION

DESCRIPTION OF PROJECT PROPOSED

DESCRIPTION OF CHANGE ANTICIPATED AS A RESULT OF PROJECT COMPLETION

CRITERIA FOR ACCEPTANCE OF PRACTICUM PROJECT

Administrative Standard	Potential to Meet Standard	No Potential to Meet Standard
Standard 3 **Development of Professional Perspective** How does the work done on the practicum assignment reflect the intersection of theory and practice in relation to leadership, teaching and learning in the context of foundational school issues in California? Practicum Essential Response:		
Standard 4 **Equity, Diversity and Access** How do education leaders promote the development and implementation of plans that serve to deepen understanding of issues of diversity through inclusive group process strategies that address all school cultural groups with student equity and success issues core to the work? Practicum Essential Response:		
Standard 5 **Role of Schooling in a Democratic Society** What must an educational leader know and do to be able to develop teamwork, leadership capacity in others, and to create an environment that deals positively with change? Practicum Essential Response:		

Standard 6 **Opportunities to Learn Instructional Leadership** How do educational leaders establish systems to solve problems, manage recurring school functions and effectively carry out school/district practices and policies that result in a positive learning environment? Practicum Essential Response:		

PROPOSAL SUBMISSION

_____ SATISFACTORY _____ REVISIONS NEEDED

_____
Signature of Instructor

_____
Signature of Program Director

_____
Signature of School/District Site Project Supervisor

NOTRE DAME DE NAMUR UNIVERSITY
BELMONT, CALIFORNIA
SCHOOL/DISTRICT SUPERVISOR REVIEW

PRACTICUM PROGRESS REPORT

CANDIDATE _____

COURSE _____

DATE _____

DESCRIPTION OF PROJECT PROPOSED

DESCRIPTION OF CHANGE ANTICIPATED AS A RESULT OF PROJECT COMPLETION

CRITERIA FOR REPORTED PROGRESS IN PRACTICUM PROJECT

Administrative Standard	Progress Approaches Standard	Notes for Continued Progress
Standard 3 **Development of Professional Perspective** How does the work done on the practicum assignment reflect the intersection of theory and practice in relation to leadership, teaching and learning in the context of foundational school issues in California? Practicum Mid-Term Response:		

Standard 4 **Equity, Diversity, and Access** How do educational leaders promote the development and implementation of plans that serve to deepen understanding of issues of diversity through inclusive group process strategies that address all school cultural groups with student equity and success issues core to the work? Practicum Mid-Term Response:		
Standard 5 **Role of Schooling in a Democratic Society** What must an educational leader know and do to be able to develop teamwork, leadership capacity in others, and to create an environment that deals positively with change? Practicum Mid-Term Response:		
Standard 6 **Opportunities to Learn Instructional Leadership** How do educational leaders establish systems to solve problems, manage recurring school functions and effectively carry out school/district practices and policies that result in a positive learning environment? Practicum Mid-Term Response:		

MID-TERM PROGRESS REPORT

_____SATISFACTORY   _____REVISIONS (additional
                                                                                    Emphasis) NEEDED

COMMENTS:

_____
Signature of Instructor

_____
Signature of Program Director

_____
Signature of School/District Site Project Supervisor

NOTRE DAME DE NAMUR UNIVERSITY
BELMONT, CALIFORNIA

PRACTICUM PROJECT CONCLUDING REPORT AND EVALUATION OF ADMINISTRATOR EFFECTIVENESS

CANDIDATE _____

COURSE   _____

DATE   _____

DESCRIPTION OF PROJECT:

DESCRIPTION OF CHANGE AS A RESULT OF PROJECT COMPLETION:

CRITERIA FOR PRACTICUM PROJECT EVALUATION

Administrative Standard	Progress Approaches Standard	Practicum Project Meets Standard
Standard 3 **Development of Professional Perspective** How did the work done on the practicum assignment reflect the intersection of theory and practice in relation to leadership, teaching and learning in the context of foundational school issues in California? Concluding Response:		

Standard 4 **Equity, Diversity, and Access** How did the candidate promote the development and implementation of plans that served to deepen understanding of issues of diversity through inclusive group process strategies that addressed all school cultural groups with student equity and success issues core to the work? Concluding Response:		
Standard 5 **Role of Schooling in a Democratic Society** What did the candidate know and do to be able to develop teamwork, leadership capacity in others, and to create an environment that dealt positively with change? Concluding Response:		
Standard 6 **Opportunities to Learn Instructional Leadership** How did the candidate establish systems to solve problems, manage recurring school functions, and effectively carry out school/district practices and policies that resulted in a positive learning environment? Concluding Response:		

CONCLUDING PRACTICUM REPORT

_____ SATISFACTORY   _____ REVISIONS (additional emphasis) NEEDED

COMMENTS:

_____
Signature of Instructor

_____
Signature of Program Director

_____
Signature of School/District Site Project Supervisor

FINAL PRACTICUM PROJECT EVALUATION RUBRIC

Standard	Practice Approaching Standard	Practice Meeting Standard
Standard 3 Development of Professional Perspective	The educational leader demonstrates knowledge of a compliance with ethical standards and professional expectations that apply to his/her work.	The educational leader is aware of the right of all students, families, and staff and demonstrates the abilities to assure protection of these rights in his/her work.
Standard 4 Equity, Diversity, and Access The educational leader is committed to using the usual school vehicles to provide equity, respect, and success for all students (such as staff meetings, committees, student government, parent newsletters, annual events.	The educational leader is personally committed to go beyond traditional means to promote equity, respect, and success for students urging colleagues to do the same in all areas of school life.	The educational leader learns and/or employs small and large group processes among staff, students, and community to understand and address issues of equity, respect, and success based on diversity. These processes include action plans and tools to measure success.
Standard 5 Role of Schooling in a Democratic Society	The educational leader begins to envision fundamental change in school programs and expectations within the school community.	The educational leader demonstrates the knowledge, skill, and motivation to take a clear and comprehensive personal vision focusing on all students achieving high standards for learning in a democratic society and work with elements of the school community to facilitate their education and reflection and about a shared vision for learning.
Standard 6 Opportunities to Learn Instructional Leadership	The educational leader demonstrates a fundamental understanding of decision-making processes and the need to base decisions on pertinent information.	The educational leader is able to consider data available for decision-making and move forward with plans to increase student achievement levels. Reflection on inclusive team techniques is demonstrated.

NOTRE DAME DE NAMUR UNIVERSITY
BELMONT, CALIFORNIA

EVALUATION OF ADMINISTRATIVE EFFECTIVENESS

Name_____Evaluation Date_____

School/Department_____

Administrative Project (Practicum)_____

The competencies for each area are identified in each section. Please check the box, which best describes the level of effectiveness and comment with examples of the competencies in the space provided.

I. *Administrative Task*	Outstanding	Satisfactory	Needs Improvement	Not Observed
A. Researches and has a working knowledge of project				
B. Performs needs assessment or task analysis				
C. Carefully designs and organizes				
D. Sets specific goals and objectives				
E. Uses appropriate procedures in implementation				
F. Uses suitable instructional materials, if applicable				
G. Employs effective oral and written communication				
H. Evaluates and makes changes as needed				
I. Relates to program cost factors				
J. Understands legal ramifications of program				

Comments:

II. *Leadership Techniques*	Outstanding	Satisfactory	Needs Improvement	Not Observed
A. Shows concern for individuals				
B. Understands interaction processes and utilizes group dynamics				
C. Effective as an instructional leader				
D. Motivates, influences and promotes cooperation				
E. Acknowledges contributions of all concerned				
F. Gains consensus of group and has closure				
G. Promotes decision-making based on data				
H. Handles problems and/or conflict according to situation				
I. Works effectively with diverse groups of people				
J. Makes use of good public relation skills				

Comments:

III. *Effective Administrative Personality*	Outstanding	Satisfactory	Needs Improvement	Not Observed
A. Shows professional awareness and personal growth				
B. Demonstrates personal integrity and honesty with people and groups				
C. Displays courage and ability to cope in problematic situations				
D. Exhibits a sense of humor and a positive approach				
E. Manifests a high energy level				

Additional Comments by On-Site Administrator:

Comments by Candidate:

Comments by University Liaison:

_____

Signature of On-Site Administrator

_____

Signature of Candidate

_____

Signature of University Liaison (Instructor)   Date

ADVISING NOTES

FIRST SEMESTER:

<u>ADVISING NOTES</u>

SECOND SEMESTER:

ADIVISING NOTES

SUMMER SEMESTER:

ADIVISING NOTES

THIRD SEMESTER:

ADIVISING NOTES

FOURTH SEMESTER:

<u>ADIVISING NOTES</u>

OTHER….

ACADEMIC SELF-ASSESSMENT
QUESTIONS

The following are important areas of academic self-assessment for Graduate students:

Pre-Requisite (Foundation) Courses

Am I meeting the required units in both pre-requisite courses?

Program Requirements

Do I have the required minimum of (3.0) GPA needed to graduate? If my advisor approved my waivers, exceptions, or substitutions to my program, have I submitted these in writing to the Registrar's Office?

Transfer Units

Did I take courses at any other college that my advisor has approved for transfer into my program at NDNU? If so, did I submit the green paperwork and have an official transcript sent to the NDNU Registrar's Office?

Resolution of Incomplete Grades

Have I resolved any incomplete grade within the designated time limit (one year unless stipulated to be shorter). Have I kept in contact with the instructor in order to complete the unfinished work, understanding that the default grade for unfinished work will be an "F" unless stipulated differently by the instructor? Do I recognize that I will not graduate with an unresolved "Incomplete" on my transcript?

Independent Study

Am I observing the 6-unit maximum of Independent Study allowed to graduate students? Have I submitted IS contracts for each Independent Study course I have registered for?

Deadlines

Am I observing all deadlines in the Catalog and Schedule of Classes (registration, drop/add, filing for graduation, etc.)? After completion of final units, have I satisfied all obligations with the Business Office and Library?

Seven-Year Limit

Am I following my program plan to ensure that none of my coursework will be older than seven years at the time I expect to receive my degree?

Graduation Audit

As I neared completion of my program (the next-to-the last semester of anticipated graduation), did I obtain a Graduation Application from the Registrar's Office, complete it, pay the fee at the Business Office and return it to the Registrar's Office to have my graduation audit? Did I receive notification of remaining coursework or other graduation requirements?

Current Address and Phone Number

Until I receive my diploma, am I keeping the Registrar's Office up to date regarding my present and permanent address, phone number and email address?

Finally

Have I checked with my advisor? Have I carefully reviewed and followed my graduation audit?

Congratulations! You have just made life easier for yourself, the staff, and faculty – all of whom wish you the best experience possible at NDNU!

NDNU POLICES AND PROCEDURES
WEBSITE SOURCE with SUMMARIES

Student Handbook: http://ndnu.smartcatalogiq.com/en/2016-2017/Student-Handbook

Policies and Procedures: http://ndnu.smartcatalogiq.com/en/2016-2017/Student-Handbook/University-Standards-Policies-and-Procedures

A. ACADEMIC HONESTY

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Plagiarism, defined as the act of stealing or using as one's own the ideas or writings of another, is not permitted in college or university work or in any published writing. "Plagiarism may take the form of repeating another's sentences as your own, adopting a particular apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a as though it were own." (Modern Language Association Handbook, New York: MLA, 1977, p. 4).

Whenever you quote from, make references to, or use ideas attributable to others in your writing, you must identify these sources in citations or bibliography, or both. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content if such communication clearly originates from an identifiable source. If you do not, whether deliberately or accidentally, you have committed plagiarism. The University subscribes to Turnitin (www.turnitin.com), an Internet service designed to detect plagiarized work. The sanctions for plagiarism range from reprimands and counseling to expulsion from the University. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work: http://ndnu.smartcatalogiq.com/en/2016-2017/Student-Handbook/Student-Code-of-Conduct/Academic-Conduct

B. STUDENT DISABILITY SERVICES

As required by Section 504 of the Rehabilitation Act, the instructor will make appropriate accommodations for all students with documented disabilities. If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. Disability Services has recently become part of Counseling, Health, and Disability Services, located in New Hall E18 and New Hall E19. The main number for Counseling, Health and Disability Services is 650-508-3714 or disabilityservices@ndnu.edu

C. EDUCATION COMMITTEE

The Education Committee is a group of experienced faculty members who meet regularly to review the progress of candidates in the Education Department MA and credential programs and

to recommend next steps for those who have been identified as experiencing difficulty successfully meeting program requirements. The Committee is composed of directors of the MA/credential programs, a member of the undergraduate faculty, the Credential Analyst, and advisors. The Committee Chair is selected from the committee membership. Candidates are recommended to the Committee by the program director, advisor, course instructor or supervisor for the intern/student teaching experience.

Any candidate demonstrating difficulty in student/intern teaching must be referred to the Committee by the University supervisor in consultation with the program director. Additionally, the chair of the Committee polls instructors of all courses each semester for names of candidates whose progress and/or social skills in class indicate that they may have difficulty succeeding in the teaching profession. Other candidates may be referred by any faculty member or by the Dean of the School of Education and Psychology after consultation with the candidate's advisor and program director. The Education Committee keeps in mind two goals in its discussion of such referrals:

- Early identification of students who need extra help in succeeding in the program
- Early identification of individuals who, in spite of academic success in classes, may not be able to succeed in the teaching profession

On rare occasions, the Committee may make any of the following recommendations:

- Require that a candidate successfully complete an additional semester of supervised field experience (intern or student teaching)
- Require that an intern be dropped from the internship and complete the supervised field experience through student teaching
- Disqualify a candidate from his/her MA and/or credential program

Any candidate who has been referred to the Education Committee will receive a letter detailing the recommendations of the Committee. Decisions of the Committee are final unless appealed to the Dean of the School of Education and Psychology within fourteen (14) calendar days. The decision of the Dean is final. A student may have recourse to the University Grievance process as detailed in the student handbook.

UNIVERSITY SUPERVISOR'S LINK WITH THE EDUCATION COMMITTEE OF THE SCHOOL OF EDUCATION AND PSYCHOLOGY

Candidates who are experiencing problems will receive a Progress Report identifying the areas of difficulty. The Education Committee will review such reports and make an appropriate recommendation. The Committee participates in all decisions related to *Progress Reports* and *Evaluation of Student teacher/Intern Effectiveness* forms. On rare occasions, the Committee may recommend that it is necessary for the student teacher/intern to take three full semesters of student teacher/intern to meet University expectations. Very rarely, the Committee may determine that a candidate should not continue the program. The Committee's decision is final unless appealed within fourteen (14) calendar days to the Dean.

D. STUDENT GRIEVANC PROCESS
Complaints About Student Conduct

Any member of the campus or wider community may report alleged student misconduct. 'Student misconduct' is any form of student behavior which violates the Student Conduct Code or any University policy applicable to students. Reports can be made about the behavior of an individual student, groups of students, or a student organization. Reports can be made orally, but should be followed-up in writing to the Dean of Students or designee, most often, the Assistant Dean of Students. Reports should contain all the relevant facts including the names of the student(s) involved, where known; physical description(s) of the student(s) involved, if the names are not known; the time and place of the incident; and a detailed, impartial description of the actions or behavior. Where possible, the names of any witnesses should also be listed.

Conduct reports should be made as soon as possible after the incident. Reports will normally not be accepted if they are received more than two weeks after the date of the alleged misconduct. Exceptions to this include, but are not limited to, sexual misconduct cases. Reports must be received prior to the graduation of the accused student(s). Form for submitting complaints about conduct by a student, or a group of students, are available online on the Student Affairs / Dean of Students webpage. The form can also be accessed by clicking this link: https://cm.maxient.com/reportingform.php?NotreDamedeNamurUniv

Grievance Process Related to Faculty, Staff, or Administrators

A student may file a grievance related to the conduct of a faculty, staff, or administrative member of the campus community.   An appropriate first step is to consult the Student Ombudsperson, who will discuss the options, which are available. The Student Ombudsperson is Dr. William Barry (wbarry@ndnu.edu). Usually the Student Ombudsperson will first suggest speaking with the faculty member, staff person, or administrator directly. If this is unsuccessful, then the student (complainant) may submit his/her complaint in writing as indicated below.

The student's written complaint should state the name and position of the University employee (respondent) with whom the issue exists. The written complaint should describe the incident, which forms the complaint. Supporting materials should be submitted with the complaint if available.   The complaint must be submitted electronically only via the complainant's official University e-mail account. If it is submitted in print copy, the complainant must date and sign the complaint. The written documentation, whether electronic or print copy, should be submitted to the supervisor of the respondent or to the Dean of Student's Office (which will redirect the complaint to the appropriate supervisor for action.)

In most cases, the supervisor of the respondent will contact the complainant within 10 calendar days after receiving the written complaint to discuss the case. A complainant will be notified within 30 calendar days that the grievance has been resolved. Outcomes of grievances are not made public especially as it relates to a personnel action. If there is a remedy other than a personnel action the complainant will be advised by the responding supervisor.

If the complainant disagrees with the outcome of the grievance, s/he can appeal further to the appropriate next level supervisor. If the complainant is not certain of the next level supervisor the appeal can be submitted to the Director of Human Resources, who will forward it to the appropriate person, appoint a designee, or who will hear the appeal herself.   The appeal should contain the original complaint, and also state the reasons why the decision is being

appealed. The appeal may be submitted electronically via the complainant's official University e-mail account. If it is submitted in print copy, the complainant must date and sign the appeal.

The appeal officer will conduct a review process and respond within 45 calendar days after receipt of the appeal. The decision of the appeal officer is final.

<u>Grievance Process Related to Other Students</u>

A student may file a grievance related to the conduct of another student. This may be done electronically via the form provided on the Student Affairs / Dean of Students webpage. The form can also be accessed by clicking this link:
https://cm.maxient.com/reportingform.php?NotreDamedeNamurUniv

It may also be done in person to the Assistant Dean of Students.

Once an allegation relating to the conduct of another student has been received by the Student Affairs Office, a staff member will be designated to investigate. Witnesses' statements and other pertinent information will be collected. If there is enough information to proceed, the allegation will be heard as a case using the Student Conduct process. At the conclusion of this process, the complainant will be notified about the steps taken in the grievance, and whether the case was heard as a conduct case. The specific outcome of any resulting conduct case will not be shared, as it is information, which is protected under the Family Educational Rights and Privacy Act (FERPA).

Any allegation pertaining to sexual misconduct will use the procedures outlined in the Sexual Misconduct Policy

E. NOTRE DAME DE NAMUR UNIVERSITY'S SEXUAL HARASSMENT POLICY

https://www.ndnu.edu/documents/student-handbook-2018-2019.pdf

As stated in the document, <u>Student Rights, Freedoms, and Responsibilities</u>, Notre Dame de Namur University will not tolerate any behavior, which constitutes sexual harassment, discrimination or other inappropriate action. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of the status of the student in a course, program, activity or work situation.
2. Submission to or rejection of such conduct by the student is used as a basis for academic or job-related decisions affecting the student.
3. Such conduct has the purpose or effect of substantially interfering with the educational or work experience of the student by creating an intimidating, hostile, or offensive academic/work environment.

If a student believes she/he has been subjected to such behavior, she/he should report the incident to:

1. Vice President for Campus Life at Notre Dame de Namur University
2. Personnel Office at the student's place of employment
3. Director of Program
4. Dean of the School of Education and Psychology

F. NOTRE DAME DE NAMUR UNIVERSITY'S POLICY FOR STUDENT TEACHER/INTERNS DURING A TEACHER STRIKE

Notre Dame de Namur University shall maintain a position of neutrality in any strike involving school districts with which it has contracts for the placement of student/intern teachers.

Notre Dame de Namur University has an obligation to protect its candidates and to provide them with instruction. In the event of a strike, an immediate reassignment normally will not be initiated. University supervisors shall meet with student teacher/interns for seminar on campus and assign teaching-related duties. Such duties shall be integral parts of the teacher preparation program and shall constitute assignments related to student teaching. If it appears, however, that the strike may be of long duration and that the teacher candidate may be deprived of adequate teaching experience, the Program Director may re-assign the teacher candidate to a non-striking district.

The student teacher/intern candidate has the responsibility of notifying the University supervisor, program Director and Chair of the Department that a strike has begun or has been called for a certain time. Candidates may request immediate reassignment to a non-striking district. Such requests shall be made directly to the Director and the Coordinator of Student Teaching Assignments.

No student teacher/intern candidate will assume control of a classroom in lieu of a credentialed teacher during a strike. Should a student teacher/intern accept employment on an emergency credential, it shall be presumed that the student teaching status has been terminated.

Teacher candidates are not to be coerced into crossing picket lines, nor are they to be coerced into joining a strike. Allegations of coercion are to be reported to the Program Director and to the Dean of the School of Education and Psychology at Notre Dame de Namur University.

Neither University nor district personnel shall refer to student teacher/intern strike actions when evaluating for the purpose of preparing rating sheets or letters of recommendation.

Preamble

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well being. California leaders recognize, respect, and employ each student's strengths, experiences, and culture as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status to support the learning of every child.

Throughout this set of CAPEs, reference is made to "all students" or "all TK-12 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the CAPEs.

1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision
of learning and growth of all students.

1A: Developing a Student-Centered Vision of Teaching and Learning
New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to:
1. Develop a student-centered vision of teaching and learning based on the understanding that the school's purpose is to increase student learning and well being.
2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission.
3. Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission.
4. Analyze and align the school's vision and mission to the district's goals.
5. Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
6. Communicate the school's vision of teaching and learning clearly to staff and stakeholders.

1B: Developing a Shared Vision and Community Commitment
New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. During preliminary preparation, aspiring administrators learn how to:
1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders.

2. Use effective strategies for communicating with all stakeholders about the shared vision and goals.
3. Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals.

1C: Implementing the Vision

New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, aspiring administrators learn how to:
1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.
2. Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students.
3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school's vision.
4. Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.
5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.

2: INSTRUCTIONAL LEADERSHIP
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

2A: Personal and Professional Learning

New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well being. During preliminary preparation, aspiring administrators learn how to:
1. Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.
2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning.
3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL.
4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.

2B: Promoting Effective Curriculum, Instruction, and Assessment

New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, aspiring administrators learn how to:
1. Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals.
2. Establish and maintain high learning expectations for all students.

3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.
4. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
5. Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.

2C: Supporting Teachers to Improve Practice
New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, aspiring administrators learn how to:
1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
2. Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change.
3. Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.
4. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.

2D: Feedback on Instruction
New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers. During preliminary preparation, aspiring administrators learn how to:
1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.
2. Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well being.

3: MANAGEMENT AND LEARNING ENVIRONMENT
Education leaders manage the organization to cultivate a safe and
productive learning and working environment.

3A: Operations and Resource Management

New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well being. During preliminary preparation, aspiring administrators learn how to:

1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.
2. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.
3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.

3B: Managing Organizational Systems and Human Resources

New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, aspiring administrators learn how to:

1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.
2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.
3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well being for all students.
4. Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.

3C: Managing the School Budget

New administrators know the school's budget and how the budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to:

1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.
2. Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.
3. Use various technologies related to financial management and business procedures.
4. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures including financial record keeping and accounting.

4: FAMILY AND COMMUNITY ENGAGEMENT
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

4A: Parent and Family Engagement
New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, aspiring administrators learn how to:

1. Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.
2. Create and promote a welcoming environment for family and community participation.
3. Recognize and respect family goals and aspirations for students.
4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.

4B: Community Involvement
New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well being. During preliminary preparation, aspiring administrators learn how to:

1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.
2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions.
3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.
4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

5: ETHICS AND INTEGRITY
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

5A: Reflective Practice
New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to:
1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.
2. Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals.
3. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.

5B: Ethical Decision-Making
New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to:
1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
2. Guide staff in examining issues that may affect accomplishment of the school's vision, mission, and goals, including issues that may be related to race, diversity, and access.
3. Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.

5C: Ethical Action
New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, aspiring administrators learn how to:
1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
2. Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.
3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.

6: EXTERNAL CONTEXT AND POLICY
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

6A: Understanding and Communicating Policy
New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to:

1. Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.
2. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.
3. Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.
4. Operate within legal parameters at all levels of the education system.

6B: Representing and Promoting the School
New administrators understand that they are a spokesperson for the school's accomplishments and needs. During preliminary preparation, aspiring administrators learn how to:
1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
2. Provide the public with a clear picture of what the school's mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well being.
3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.
4. Involve stakeholders in helping address the school's challenges as well as sharing in its successes.