



SAN DIEGO STATE
UNIVERSITY

**FIELD EXPERIENCE IN
EDUCATIONAL LEADERSHIP
HANDBOOK**

LEARN~LEAD~TRANSFORM

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PURPOSE AND GOALS OF THE FIELD EXPERIENCE

Welcome to EDL 660. This *Field Experience Handbook* is intended to serve as a reference through the upcoming two semesters of the preliminary administrative credential field experience. The Handbook provides guidelines and expectations and contains supporting material to assist both candidates and supervisors through the program. A special welcome is extended to the Site Supervisors who have offered their assistance to candidates as they explore the world of administration and its many complex issues.

The field experience in educational administration was developed to establish a bond between theory and practice in educational leadership. The program supports a candidate's learning experience by providing a training situation and an in-depth exploration of school administration as a career. It also assists the school by providing administrative support that can help school leaders accomplish important school goals, especially as they relate to student learning.

The field experience effort is guided within a contextualized design (*) that focuses on the achievement of a target population of students. Candidates refine their leadership skills as they engage in the work of school leaders intent on achieving better learning results for the school, and the target population, in particular.

Candidates are required to participate in field experiences focused upon six areas of competency as required by the California Professional Standards for Educational Leaders (CPSEL):

- Shared vision of learning
- Culture for student learning and professional growth
- Organization and resource management
- Collaboration with diverse families and communities
- Personal ethics and leadership capacity
- Political, social, economic, legal, and cultural understanding

Field experience candidates are expected to carry real and continuous responsibilities in the six standards areas under the direct supervision of a practicing administrator (the Site Supervisor) and a University Supervisor. Details of all activities should be agreed upon by the Site Supervisor and the University Supervisor. Final approval must be obtained from the University Supervisor for any exceptions to these requirements.

* The field experience is preceded by enrollment in EDL 680 which is designed to prepare candidates to begin the field study. As part of EDL 680, candidates identify a target population that will be the focus of their school improvement efforts throughout the fieldwork, review literature related to data analysis, identify and interview leaders from schools that have achieved better learning results for the target population, and prepare data presentations and preliminary plans designed to spur energy and commitment toward improving service to the target population.

CONDITIONS FOR FACILITATING THE FIELD EXPERIENCE

The following conditions will facilitate a successful fieldwork experience. Toward that end, the prospective candidate:

- must have genuine aspirations to become an administrative leader and must be following a logical course of action or preparation to gain administrative certification and an administrative position.
- must participate in fieldwork activities over two semesters, while employed in a P-12 school site in southern San Diego County.
- must solicit the support of a local school administrator who is willing to supervise and direct the field experience activities and to delegate significant responsibilities to the candidate. This administrator will be known as the Site Supervisor.
- should adhere to the prescribed timelines for the completion of fieldwork activities over the two semester period.
- is required to attend field experience meetings, as well as any other meetings scheduled by your University Supervisor. Candidates will be notified by email of meeting dates each semester.

TIME ALLOCATIONS FOR THE FIELD EXPERIENCE

The field experience is designed to provide the prospective administrator with firsthand experiences in activities for which administrators are responsible. The field experience includes a set of authentic leadership tasks designed to reflect the work of school administrators (listed on page 25).

1. **SEMESTER HOURS:** Each semester consists of 5 semester credits of field experience. A minimum of ten semester hours of fieldwork experience is required for a K-12 California preliminary administrative credential at SDSU.
2. **SHADOWING DAYS:** Each semester's experience must contain 3 consecutive full days of shadowing. During these shadowing days, the intent is for the candidate to experience the wide range of responsibilities that encompass the routines of an administrator's position.
3. **GROUP MEETINGS:** Attendance at meetings established by the university faculty supervisor is required each semester. In general, these meetings will be held monthly.
4. **MULTICULTURAL EXPERIENCE:** At least 45 hours of the field experience must occur at a school site where at least 20% of the pupils are of racial/ethnic groups other than that of the candidate. (The 45 hours may include shadowing days)
5. **MULTILEVEL EXPERIENCE:** One of the three-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 three-day shadowing experiences at a secondary school.
6. **USE OF TASKSTREAM:** Each candidate will be expected to use TaskStream to document the completion of all tasks associated with the field experience.

ROLES AND RESPONSIBILITIES

The candidate, Site Supervisor, and the University Supervisor share responsibility for creating a meaningful field experience. Mutual respect, cooperation, and open communication will create a supportive relationship between the candidate, the Site Supervisor, and the University Supervisor. The quality of the field experience depends upon this interaction. This section delineates responsibilities of each person involved in the field experience.

The Site Supervisor

The Site Supervisor is a practicing administrator, who holds a valid California Administrative Services Credential at the candidate's PK-12 place of employment. At the beginning of the first semester of the field experience, the candidate should approach a practicing administrator at their school and ask him/her to accept responsibilities for and provide appropriate support for the supervision of the field experience. The Site Supervisor must fully understand the field experience program and support the candidate's need to engage in frequent, ongoing conferences with him/her to review progress and plans related to the completion of all fieldwork tasks.

The Site Supervisor should create a climate that facilitates successful experiences for the candidate. The Site Supervisor generally gives support and guidance and "opens doors" that provide opportunities for the candidate to gain high-quality experiences. This Site Supervisor is a member of the university team, endeavoring to make the field experience a valuable part of the candidate's administrator preparation.

At the beginning of the first fieldwork semester, the Site Supervisor provides direction by assessing the candidate across the six areas of competency required by the California Professional Standards for Educational Leaders (CPSEL). This Assessment of Candidate Leadership Development (prepared by both the Site Supervisor and the candidate) will establish direction for the field experience. Additionally, the Site Supervisor will complete and discuss the Assessment of Candidate Leadership Development at the end of the fieldwork experience.

The site supervisor is encouraged to:

- Enable the candidate to participate in walkthroughs, teacher observations, feedback sessions, staff conferences, parent meetings, community meetings, conversations with staff, and/or conversations about budget.
- Encourage, guide, support and coach the candidate to assume leadership roles with increasing responsibility as he/she moves through the program.
- Regularly reflect with the candidate about their leadership experiences.
- Assess the candidate's progress as he/she practices leadership skills in the school.

The University Supervisor

The University Supervisor shares responsibility for ensuring a meaningful field experience for each candidate. The University Supervisor assumes the final responsibility for evaluation; however, this is accomplished in cooperation with the Site Supervisor as well as the candidate.

In order to accomplish these responsibilities, the University Supervisor will:

1. Approve the field experience site and Site Supervisor.
2. Schedule one to two site visits with the candidate and Site Supervisor each semester for any of the following purposes:
 - i. Finalizing the field experience agreement (see #6 below).
 - ii. Observing the candidate lead their advisory committee, followed by a feedback session.
 - iii. Attending an end-of-program session to evaluate the total field experience effort (see #7 below).
 - iv. Arranging other opportunities in support of the candidate's field experience program.
3. Receive and evaluate periodic progress reports from the candidate. This would include timely feedback for work submitted via TaskStream for assessment and evaluation of the required tasks.
4. Hold monthly meetings with candidates. These meetings will provide opportunities for candidates to exchange issues and ideas regarding their field experiences.
5. Conduct on-line meetings to support candidate's progress relative to the target group improvement plan.
6. Consult with the Site Supervisor, review progress toward completion of the authentic leadership tasks, and evaluate the total field experience to ensure attainment of the six areas of competency.
7. Schedule a final triad meeting between the candidate, site supervisor and university supervisor to summarize the total field experience. The 45-60 minute meeting should provide the candidate a forum for reflection, an opportunity to highlight valuable leadership experiences, and identify next steps for future growth and development.

The Candidate

Candidates will be expected to complete all responsibilities associated with the field experience in a professional manner.

Candidates will:

1. Complete and submit all forms as required. Failure to submit forms by the date due could result in a delay of course grades.
2. Conduct a self-assessment on the six areas of competency required by the California Professional Standards for Educational Leaders (See Assessment of Candidate Leadership Development Form pg.14). This self-assessment must be conducted three times: at the beginning of the first semester, at the end of the first semester, and at the completion of the field experience. The Candidate must also request that the Site Supervisor complete the Assessment of Candidate Leadership Development Form upon commencement of the fieldwork and again at the end of the field experience.
3. Engage in the work of the instructional leadership team at their school.
4. Complete all of the authentic tasks to the satisfaction of the University Supervisor and the Site Supervisor. Through the use of TaskStream, the candidate must maintain documentation evidencing completion of each task.
5. Abide by the responsibilities outlined on page 2 -- "Conditions for Facilitating the Field Experience."

GRADING IN THE FIELD EXPERIENCE

The following grades are possible at the end of each semester:

- a. Spring Semester:
 - i. CR= Full credit for the semester's work
 - ii. RP= Satisfactory progress has been made during the first semester but some additional work is needed before the CR (credit) grade can be given (***)

- b. Fall Semester:
 - i. CR= Full credit for the semester's work
 - ii. I= A grade of "Incomplete" will be issued for any field experience work that remains outstanding by the end of the second and final semester

NOTE for Master of Arts Candidates:

5 units of the Field Experience (EDL 660) may count towards the M.A. Should you receive an RP in the first semester of fieldwork, the RP must be removed by the end of the semester that the M.A. is awarded.

(***) Leadership candidates must complete 80% of the assigned tasks in the spring semester in order to receive a Reasonable Progress grade.

REQUIRED DOCUMENTS

Initial Required Documents

1. Candidate Information Form (page 9) Please attach a map with directions from SDSU to the school site.
2. Field Experience Requirements/Site Approval Form (pages 10-11)
3. Multicultural/Multi-Level Requirements (page 12)
4. Pre-program Assessment of Candidate Leadership Development completed by candidate (pages 13-17)
5. Pre-Program Assessment of Candidate Leadership Development completed by Site Supervisor (pages 14-17)

End of First Semester Required Documents

1. Evidence of completion of the authentic tasks with due dates through May 15 should be posted on TaskStream. Activities conducted to meet the multicultural or multi-level requirements should be clearly identified in the documentation.
2. Mid-program Assessment of Candidate Leadership Development Form completed by candidate (pages 13-17)

Start of Second Semester Required Documents

1. By the beginning of the second semester, candidates should have submitted a report of the first three-day shadowing experience.

End of Second Semester/Program Completion Required Documents

1. Evidence of completion of all of the authentic tasks with due dates through December 18 should be posted on TaskStream. These should include a report of the second three-day shadowing experience, including a summary reflection that compares and contrasts the leadership practices of the two principals observed. Activities conducted to meet the multicultural or multi-level requirements should be clearly identified in the documentation.
2. End of program Assessment of Candidate Leadership Development form completed by candidate (pages 13-17)
3. End of program Assessment of Candidate Leadership Development form completed by Site Supervisor (pages 13-17)
4. If all requirements are not completed, the candidate cannot receive credit for the field experience. In such a case, the candidate should submit the Requirements Not Completed Form (page 18) and take note of the grading requirements on page 7.

CANDIDATE INFORMATION FORM

Candidate _____

Red ID # _____

Address _____

City _____

Zip code _____ Home Phone _____

Email address _____

Position/Assignment _____

Responsibilities _____

School Contact Names And Numbers

School _____

District _____

School Phone _____

School Address _____

City _____

Zip Code _____

Site Supervisor _____

Site Supervisor's Email _____

Superintendent _____

PLEASE ATTACH A MAP PROVIDING DIRECTIONS FROM SDSU TO THE SCHOOL SITE.

FIELD EXPERIENCE REQUIREMENTS/SITE APPROVAL FORM

Candidate _____

School / Site _____

School / Site Address _____

Site Supervisor _____

*Site Supervisor's Position _____

***IMPORTANT:** Site Supervisors are required by CCTC to hold a valid California Administrative Services Credential.

A. Admission Requirements to EDL 660 Field Experience

1. Completed CBEST
2. Admitted to Educational Administrative Program
3. Committed to complete 12 consecutive months of administrative field experience

B. Administrative Field Experience Program Requirements

1. SHADOWING DAYS: **Each semester's experience must contain 3 concurrent shadowing days (full days).** During these shadowing days, the intent is for the candidate to gain experience of the wide range of responsibilities that encompass the routines of an administrator's position.
2. GROUP MEETINGS: Attendance at meetings established by the University Supervisor is required each semester.
3. MULTICULTURAL EXPERIENCE: At least 45 hours of the field experience must occur at a school site where at least 20% of the pupils are of racial/ethnic groups other than that of the candidate.
4. MULTILEVEL EXPERIENCE: One of the three-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 three-day shadowing experiences at a secondary school.
5. LEADERSHIP DEVELOPMENT ASSESSMENT: The candidate will complete the Assessment of Candidate Leadership Development form at the beginning of the first fieldwork semester and at the end of the first fieldwork semester. After each assessment, the candidate, in collaboration with the Site Supervisor, should identify areas of strength and areas for professional growth. Strategies for addressing these areas of professional growth should be articulated in the candidate's personal/professional growth plan.

6. FIELD EXPERIENCE EVALUATION: The University Supervisor will evaluate the candidate's experience during on-site visitations, meetings, and the quality of work submitted via TaskStream. The Site Supervisor will complete an Assessment of Candidate Leadership Development Form at the commencement and at the completion of the field experience.

I understand the commitment and my responsibility pertaining to each of the above elements of the Field Experience Program.

Candidate's Signature

Date

The above named candidate has my approval to pursue San Diego State University's Field Experience Program and pursue the required program activities at the site at which I am an administrator. I understand the nature and extent of the activities the candidate is expected to complete and I will provide assistance/mentorship in helping the candidate meet those requirements in a manner that prepares him/her to provide administrative leadership to schools.

Site Supervisor's Signature

Date

University Supervisor's Signature

Date

MULTICULTURAL/MULTI-LEVEL REQUIREMENTS FORM

Candidate _____
Candidate's Race/Ethnicity _____
School / Site _____ Grade Span _____

At least 45 hours of the Field Experience MUST occur at a school site where at least 20% of the pupils are of racial/ethnic groups other than that of the candidate.

MULTICULTURAL EXPERIENCE EXEMPTION DOCUMENTATION

I request an exemption from the multicultural experience requirement because at least 20 percent of the pupils at my field experience site are from a racial/ethnic group different from mine. As evidence, I have attached a copy of the School Accountability Report Card.

OR

MULTICULTURAL EXPERIENCE

I will meet the multicultural experience by completing at least 45 hours of my field experience at _____ school, where at least 20 percent of the pupils are from a racial/ethnic group different from mine.

AND

MULTI-LEVEL EXPERIENCE

The majority of my field experience will be completed at _____ school serving grades _____ through _____. I will meet the multi-level experience requirement by completing at least 45 hours of my field experience at _____ school, serving grades _____ through _____.

CANDIDATE _____ DATE _____

SITE SUPERVISOR _____ DATE _____

ASSESSMENT OF CANDIDATE LEADERSHIP DEVELOPMENT

Completed by: Candidate _____

Site Administrator _____

Candidate _____

School / Site _____

Site Supervisor _____

Site Supervisor's Position _____

The Assessment of Candidate Leadership Development is based upon the California Professional Standards for Educational Leaders (CPSELs) and is intended to serve first as a baseline for candidates to identify areas for professional growth. **Please make five copies of this form.** Three will be completed by the candidate as a self-assessment at three different times during the field experience: at the beginning of the first semester, at the end of the first semester, and at the end of the field experience. Two will be completed by the Site Supervisor, at the beginning of the first semester and again at the end of the field experience. After the initial assessment, the candidate plans, along with the Site and University Supervisors, to pursue the fieldwork assignments in a manner that should lead to higher performance levels and increased competence in each standard area. The mid-program and final assessments provide opportunities for the candidate and Site Supervisor to evaluate growth and address candidate needs.

Please use the following ratings to assess the candidate. See the rubric following the assessment form for a more detailed description of the ratings.

Performance Levels:	Description	Pts
Developing Capability	The candidate is knowledgeable about this aspect of administrative practice	1-3
Approaching Capability	The candidate understands this aspect of administrative practice and can formulate a realistic strategy for implementation.	4-5
Entry-Level Capability	The candidate understands this aspect of administration and has demonstrated the ability to put it into practice during supervised field experience.	6-8
Novice Practice	The candidate has successfully demonstrated this aspect of administrative practice with minimal supervision. This is a level of accomplishment one might expect of an administrator during early years of practice.	
Accomplished Practice	The candidate routinely and independently carries out this aspect of administrative practice. This is a level of accomplishment one might expect of a successful and experienced administrator.	

Assessment of Candidate Leadership Development

Standard 1: Vision of Learning				
<i>Each candidate promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</i>				
The candidate:	Standard 1 Elements	Pre Program	Mid Program	End of Program
1a.	Facilitates the development of a shared vision for the achievement of all students based on data from multiple measures of student learning and relevant qualitative indicators.			
1b.	Articulates and demonstrates strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.			
1c.	Knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.			
1d.	Can identify and address barrier to accomplishing the vision.			
1e.	Can shape school programs, plans and activities to ensure integration, articulation and consistency with the vision.			
1f.	Uses the influence of diversity to improve teaching and learning.			
Average				

Standard 2: Student Learning and Professional Growth				
<i>Each candidate promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i>				
The candidate:	Standard 2 Elements	Pre Program	Mid Program	End of Program
2a.	Understands and is able to create an accountability system of teaching and learning based on student learning standards.			
2b.	Uses research and data to design, implement support, evaluate and improve instructional programs and to drive staff professional development.			
2c.	Utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.			
2d.	Knows how to shape a culture in which high expectations for all students and for all subgroups of students is the core purpose.			
2e.	Guides and supports the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.			
2f.	Promotes equity fairness, and respect among all school community members.			
2g.	Provides opportunities for parents and other members of the school community to collaborate, lead, and share responsibility.			
2h.	Knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.			
2i.	Coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and leads in the continual development and improvement of those programs.			
2j.	Utilizes technological tools to manage and evaluate instructional programs and promotes and supports the use of technology in instruction and learning.			
Average				

Standard 3: Organizational Management for Student Learning				
<i>The candidate promotes the success of all students by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</i>				
The candidate:	Standard 3 Elements	Pre Program	Mid Program	End of Program
3a.	Is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.			
3b.	Establishes operations, patterns, and processes that support student learning.			
3c.	Understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.			
3d.	Demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.			
3e.	Demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.			
3f.	Utilize principles of systems management, organizational development, problem solving, and collaborative decision making fairly and effectively.			
3g.	Is able to utilize effective and positive nurturing practices in establishing student behavior management systems.			
3h.	Demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.			
3i.	Effectively evaluates and uses a wide range of technologies, including assistive technologies, to support instruction and effective administration.			
3j.	Is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.			
Average				

Standard 4: Working with Diverse Families and Communities				
<i>Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</i>				
The candidate:	Standard 4 Elements	Pre Program	Mid Program	End of Program
4a.	Incorporates information about family and community expectations into school decision making and activities			
4b.	Recognizes the goals and aspirations of diverse family and community groups.			
4c.	Values diverse community groups and treats all with fairness and respect.			
4d.	Demonstrates the ability to support the equitable success of all students through the mobilization and leveraging of community support services.			
4e.	Each candidate knows how to strengthen the school through the establishment of community business, institutional, and civic partnerships			
4f.	Effectively communicates information about the school on a regular and predictable basis through a variety of media and modes.			
4g.	Facilitate parent involvement and parent education activities that support students' success.			
Average				

Standard 5: Personal Ethics and Leadership Capacity			
<i>Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.</i>			
Standard 5 Elements	Pre Program	Mid Program	End of Program
The candidate:			
5a. Demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.			
5b. Models personal and professional ethics integrity, justice, and fairness and expects the same behaviors from others.			
5c. Demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.			
5d. Is able to utilize technology to foster effective and timely communication to all members of the school community.			
5e. Is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.			
5f. Demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.			
5g. Knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.			
5h. Engages in professional and personal development.			
5i. Demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.			
5j. Knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.			
5k. Protects the rights and confidentiality of students and staff.			
Average			

Standard 6: Political, Social, Economic, Legal and Cultural Understanding			
<i>Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</i>			
Standard 6 Elements	Pre Program	Mid Program	End of Program
The candidate:			
6a. Understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.			
6b. Ensures that the school operates within the parameters of federal, state, and local laws, policies, regulations, statutory, and fiscal requirements.			
6c. Demonstrates responsiveness to diverse community and constituent views and groups and generates support for the school by two-way communication with key decision makers in the school community.			
6d. Knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.			
6e. Knows how to influence and support public policies that ensure the equitable distribution of resources and support for all groups of students.			
6f. Welcomes and facilitates constructive conversations about how to improve student learning and achievement.			
Average			

Summary				
<i>Each candidate demonstrates interpersonal commitment and leadership readiness.</i>				
The candidate:	Summary Elements	Pre Program	Mid Program	End of Program
1.	Demonstrates effective interpersonal skills in interacting with all members of the school community including: <ul style="list-style-type: none"> • Family and community members • Site staff • University personnel 			
2.	Completes all assigned tasks on time. Is highly visible and available and is able to effectively respond to the expectations of the site and the community.			
3.	Demonstrate an ability to effectively organize personal time and take ultimate responsibility for required documentation for the fieldwork activities.			
4.	Uses oral and written language to communicate effectively with all groups.			
5.	Demonstrates collaboration and becomes knowledgeable about the roles of the principal, vice-principal.			
6.	Processes and responds professionally to supervisor feedback.			
7.	Models the attitude of a life long learner and problem solver.			
Average				

REQUIREMENTS NOT COMPLETED

Candidate _____

School / Site _____

Site Supervisor _____

Site Supervisor's Position _____

University Supervisor _____

This form is only required if, for some reason, you have been unable to meet all of the requirements for EDL 660. Please record below those requirements you have yet to complete.

- _____ MULTILEVEL REQUIREMENT
- _____ MULTICULTURAL REQUIREMENT
- _____ DAYS OF THE (2 X 3) "SHADOWING" REQUIREMENT
- _____ AUTHENTIC TASKS INCLUDING _____

Please report below your plan to meet the unmet requirements listed above. Use the back of this form for additional space if necessary. Include in this plan the activities you propose, the time line on which you plan to complete these requirements, and the supervising administrator with whom you will be working.

Candidate's Signature Date

Site Supervisor's Signature Date

University Supervisor's Signature Date

Rubrics for Assessment of Candidate Leadership Development

Standard 1: *A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

Developing Capability	Approaching Capability	Entry-Level Capability	Novice Practice	Accomplished Practice
<p>The candidate shows little evidence that s/he has a developed set of beliefs that guide their instructional practices. Although aware of the importance of a site vision there is little or no evidence that the candidate has engaged stakeholders in dialogue planning or allocating resources in the development of a site a vision.</p> <p>The candidate shows little evidence of knowledge regarding the barriers of development a site vision.</p>	<p>The candidate is aware of the potential of vision, and development of activities aligned to it is in preliminary stages. There is a beginning process of engaging faculty and community members in initial dialogue about the importance of the site vision S/he recognizes that achieving the vision requires his/her leadership with respect to planning and implementation. The vision and examination of data may have been introduced into some planning and decision-making. Barriers to achieving the vision may have been discussed. S/he has begun to link decisions about seeking and allocating resources to the goals of the vision and to strategic planning for achieving vision</p>	<p>The candidate establishes and implements a structured process for engaging faculty and community members in dialogue to create a site vision. Standards, data/information about students and identification of desired outcomes are examined. S/he actively seeks involvement of all stakeholders.</p> <p>The candidate communicates with all stakeholders about planning and stresses the relationship between decisions and the accomplishment of the goals of the vision. S/he facilitates dialogue at the site that engages staff in examining data about the site and comparing it with the desired vision.</p> <p>The candidate also incorporates the goals of the vision into the development of the site budget and allocates discretionary funds to support achievement of the standards.</p>	<p>The candidate facilitates and guides a collaborative process of dialogue that generates a site vision supported by broad consensus. S/he ensures that the vision reflects the needs and strengths of the students and is congruent with state and district standards and is grounded in principles of equity and high expectations.</p> <p>The candidate organizes and facilitates data analysis and long-range planning activities that result in development of a strategic plan. S/he ensures that short-term planning and decision-making are linked to the strategic plan and standards. The candidate assures that decisions about resource allocation are directed at achieving the goals of the vision; staff is engaged in identifying budgetary priorities linked to implementation of the plan and achievement of the standards.</p>	<p>The school leader uses the site vision to maintain a school wide focus on equitable student achievement to high academic and social standards for all students. S/he establishes and maintains a process for appropriate review and revision of the vision, involving all stakeholders, that focuses on student progress.</p> <p>S/he actively infuses the site vision and standards into the strategic plan for all decision-making processes in the school. Decisions in specific areas (e.g., curriculum and assessment) are aligned. S/he ensures that relevant data are available and examined regularly to monitor progress and adjust plans accordingly.</p> <p>Short and long-term decisions about resource allocation are justified and aligned with strategic courses of action. S/he ensures sound and equitable decisions about the distribution and use of resources to support student learning.</p>

Standard 2: *A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth*

Developing Capability	Approaching Capability	Entry-Level Capability	Novice Practice	Accomplished Practice
<p>There is little evidence that the candidate understands the importance of culture in the teaching/learning process. S/he shows little capability of observing instruction and determine how best to improve the learning. There is little or no evidence that the candidate initiates professional dialogue with other teachers regarding teaching, learning or school goals. S/he shows little knowledge of adult rich environments and how to develop them.</p>	<p>The candidate is aware of the professional culture of the school and can identify important changes that need to occur. The candidate recognizes that instructional leadership is his/her primary role and uses data to initiate dialogue with teachers regarding goals and strategies. The candidate places a high priority on professional growth and understands learning-rich environments for adults and how to create them. The candidate ensures compliance with state and district accountability procedures, and reviews test data with staff to identify areas for instructional improvement.</p>	<p>The candidate provides opportunities for faculty to examine their values and understandings of standards-based education, equity, and excellence. The candidate uses strategies to support needed changes, and engages faculty in dialog using data to set goals and to implement strategies to support all students in achieving high standards. The candidate works with staff to plan professional development aligned with identified needs and allocates resources accordingly. S/he encourages all faculty to participate in professional learning activities. S/he works with staff to clarify learning goals and to use data to monitor achievement. The candidate ensures compliance with state and district accountability procedures.</p>	<p>The candidate engages in activities that shape a culture by conveying values and assumptions regarding the educability of all students in a standards-based system. The candidate's actions focus on achieving high standards and on closing the achievement gaps between subgroups of students. S/he promotes decisions responsive to student needs and to state and district learning expectations. The candidate supports faculty in using data and promotes professional growth as a key element in improving student learning. S/he develops and implements strategies to build leadership capacity in others and to create a culture that includes norms of reflection and collaboration. The candidate works with the faculty to implement assessment strategies that support high standards of learning and incorporate accurate and appropriate data. S/he supports staff in using technology as part of the analysis process and in aligning professional growth goals with assessment data</p>	<p>The school leader's actions model commitment to high standards for all students and to closing the achievement gaps among subgroups of students. S/he works with faculty to extend understanding of standards-based teaching. His/her actions focus on achieving high standards and on closing the achievement gaps between subgroups of students. The leader guides instructional decisions to be sure they are responsive to student needs and to state and district learning expectations. S/he supports faculty in using data supported by the appropriate use of technology. The school leader facilitates development and oversight of a broad range of professional growth opportunities for the staff within the context of a focused and coherent plan for improving standards-based student learning. The leader sustains a learning rich environment for adults, characterized by members of the learning community assuming responsibility and leadership. The leader facilitates the development of school-wide commitment to multiple measures of student learning, regular assessment of progress, and use of assessment data to guide teaching and learning. S/he directs the site's accountability strategies to focus on the achievement of all students and on closing the achievement gap between subgroups of students. The leader actively promotes the goal of improving school-wide, standards-based instructional capacity.</p>

Standard 3: Organizational Management for Student Learning

The candidate is prepared to function as an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Developing Capability	Approaching Capability	Entry-Level Capability	Novice Practice	Accomplished Practice
<p>The candidate has little understanding of factors that contribute to a positive and safe school environment. The candidate lacks appreciation of the importance of sharing responsibility for school climate throughout the school community and stresses a need to rely on rules and consequences. The candidate lacks understanding of the school as a system. The candidate is only vaguely familiar with policies governing program and staff evaluation. The candidate displays limited familiarity with management practices and resource allocation. The candidate is naïve about contractual and legal obligations that influence the management of the school.</p>	<p>The candidate understands and is committed to creating and maintaining a positive and safe school environment. S/he identifies areas for improvement. The candidate recognizes the importance of sharing responsibility for school climate throughout the school community but may rely heavily on rules and consequences at this stage. The candidate understands the school as a system, the interconnectedness of subsystems (e.g., instruction, assessment, budget, planning) and the operations of those subsystems. S/he is familiar with policies governing program and staff evaluation. S/he can assess management practices and formulate improvement plans. S/he understands resource allocation and is aware of contractual and legal obligations that inform her or his work.</p>	<p>The candidate can formulate policies, plans, and monitoring activities and communicates effectively with the community about expectations and roles in maintaining school safety. S/he knows how to engage members of the community in identifying and implementing processes to build civility, respect, and caring among individuals and groups. The candidate conceptualizes site-based subsystems to enhance teaching and learning and is able to explain such systems and the use of feedback to refine their design and operation. The candidate identifies management practices that enhance teaching and learning and can work with faculty and community members to create structures for coordinated planning and decision-making. S/he seeks out opportunities to extend management skills. S/he knows how to allocate resources effectively. The candidate is knowledgeable about all contractual and legal obligations affecting the school and can communicate these to the school community. The candidate understands requirements regarding confidentiality.</p>	<p>The candidate uses collaborative activities with students and staff to internalize responsibility that contribute to the maintenance of a safe, nurturing environment for adults and students. The candidate formulates a coherent set of operational subsystems at the site and can work with staff to deepen their understanding of these systems. S/he is prepared to facilitate operational planning, implementation, and assessment activities, and assure that relevant data and information are available and incorporated into these processes. The candidate develops strategies to engage all stakeholders in planning, decision-making, and problem solving at the site. S/he ensures that appropriate structures (e.g., I committees, forums), resources and timelines are developed to maintain focus on improving standards-based teaching and learning of all students and subgroups of students. S/he also demonstrates broad understanding of the range of legal matters that impact the site (e.g., requirements of categorical funding, use of the Internet, child safety and abuse, special education, release of children to an adult), models professional integrity and encourages others to do the same.</p>	<p>The school leader institutionalizes values, norms, and practices that promote shared responsibility among all members of the school community for the physical, emotional, intellectual, and social well being of all students and adults. S/he demonstrates a deep understanding of organizational and systems theory as evidenced by establishing a set of organizational structures, practices, and policies that complement and enhance each other in support of student learning to high standards. The school leader ensures that short- and long-term planning and review engage stakeholders, use relevant data and information technology, and focus on standards-based goals. The leader ensures that decisions of individuals and groups with responsibility for resource allocation are based on principles of equitable access and opportunity. The school leader demonstrates a deep understanding of legal issues affecting students, teachers, and the school, and a principled commitment to act with integrity. S/he ensures that concepts and practices associated with professional and legal integrity are infused throughout the site. S/he facilitates and supports contract administration to ensure equity as well as fairness, consistent with the purpose of the school and the rights of all members of the school community.</p>

Standard 4: Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Developing Capability	Approaching Capability	Entry-Level Capability	Novice Practice	Accomplished Practice
<p>The candidate demonstrates little understanding or knowledge of the importance of including the perspective community members and families into the culture of the school. There is little or no evidence that s/he sees any gaps in how the school is communicating and thus s/he has not developed strategies for informing parents and community members about school directions and goals. The candidate shows no evidence that s/he understands the needs of families and students, has not demonstrated ways to develop partnerships to leverage community support and services to the betterment of students.</p>	<p>The aspiring candidate demonstrates the importance of incorporating the goals and aspirations of diverse family and community into the life of the school and establishing healthy connections between the school and community. S/he has provided the leadership to establish at least one strategy for communicating with the school community. The candidate may also be involved, in preliminary planning, developing, and implementing community partnerships. S/he is proactive in mobilization and leveraging of community support services, and regularly provides appropriate information to all families, encouraging them to become more active members of the developing learning community.</p>	<p>The candidate works effectively with staff and members of the school’s leadership team, to prioritize and address the needs, problems, goals, and aspirations of diverse families and community members into the life and aspirations of the school. S/he has developed, implemented and sustained more than one meaningful connection between the school and communities represented by diverse stakeholders. The candidate has occasionally seized the opportunity, and through his/her voice and actions, clearly communicated the ways in which the school, teachers, students, diverse families, and the community are accountable. S/he is proactive identifying and developing partnerships within the broader community that contribute to the goals and priorities of the school. The candidate establishes connections with service agencies in a manner that mobilizes and leverages their community support services to support students and families with needs in a timely fashion</p>	<p>The candidate has implemented and continues to implement a range of strategies to address the needs, problems, goals, and aspirations of diverse family and community. S/he provides the leadership needed to establish, sustain, and evaluate connections between the school and the diverse populations of the community,. S/he frequently meets with stakeholders, and through his/her voice and actions, clearly communicates the ways in which the school, students, family, and community are accountable. S/he regularly participates in networking and exploratory dialogue with potential partners. The candidate is proactive in identifying promising opportunities and providing the necessary leadership to establish, implement, sustain, and evaluate partnership agreements and supporting activities. The candidate establishes connections with service agencies in a manner that mobilizes and leverages their community support services to meet student and family needs in a timely and appropriate fashion. The candidate, on a regular basis, evaluates both the connections and services provided to strengthen the connection, and also improve the services provided. The candidate, is now able to coach a beginning teacher- leader, and has a mentor to guide them as they pursue a leadership position. The candidate is now a mature teacher leader with strong, proven, teacher leadership skills.</p>	<p>Having met the standard, the following practices exemplify the standard. The aspiring candidate serves as an advocate for students and their families and contributes to shaping a school and community culture in which advocacy for students and their families is considered central to the work of the school. S/he creates innovative and effective sets of strategies to communicate regularly and timely about the school with all families and community members. The candidate actively engages stakeholders in the ongoing cycles of planning, implementation, assessment, and refinement that at the school site. S/he ensures that engagement strategies are democratic, valuing input from all stakeholders, and that the entire community remains focused the goals and priorities that reflect principles of equity and that all students are making progress toward realizing their full potential.</p>

Standard 5: *A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.*

Developing Capability	Approaching Capability	Entry-Level Capability	Novice Practice	Accomplished Practice
<p>The candidate understands but shows little evidence of compliance to a set of professional standards. There is little or no evidence that the candidate has an understanding of decision making process and the need to base decision on pertinent information such as student data. The candidate has little commitment to personal professional development and shows little evidence of encouraging and supporting teachers in their professional development or their performance.</p>	<p>The candidate demonstrates compliance with ethical standards and professional expectations S/he is committed to protect rights of the school and its community and is aware of areas in which the professional community in the school might increase commitment and effort to benefit student learning. The candidate also demonstrates an understanding of relevant decision-making and practices based on pertinent information such as student data. S/he has a commitment to professional growth for self and encourages the performance and growth of others in the school.</p>	<p>The candidate consistently applies and models ethical and professional behavior in articulating a shared understanding of the rights of students and their families. S/he recognizes the need to nurture commitment at the site in support of the common agenda and identifies strategies to assist in prioritizing commitments and focusing efforts toward student learning. The candidate also demonstrates use of data and engages teachers in regularly using information from student data as the basis for decisions about classroom practice. S/he demonstrates, encourages and supports teachers in staying abreast of current information about teaching and learning, and in examining their practice to identify needed areas of development.</p>	<p>The candidate facilitates, communicates, and supports professional values aligned with ethical concepts of fairness, justice, and service through guiding the staff to examine policy and practice needed in providing all students with a quality education. S/he demonstrates effective use of multiple strategies to increase commitment and effort among staff by employing substantive and symbolic actions to inspire staff. The candidate also ensures professional culture of the school, is committed to use student data on an ongoing basis and guides decision-making activities to reflect appropriate uses of data. S/he works with staff to refine individual and collective capacity and to use state-of-the-art information and technology about standards-based teaching and learning in its work. The candidate models principles of reflective practice and continuous growth by acting as principal learner in school community and demonstrates ways of integrating professional and personal growth into daily practice.</p>	<p>The school administrator practices leadership from a personal and professional base placing the good of students, families, and staff ahead of personal interests. S/he demonstrates by words and actions highest level of commitment to promoting the right of every student to a quality education and assures that the school provides all students equal access to standards-based education. The candidate also influences the professional culture of the school to infuse values of fairness, justice, service, and integrity among all adults; acts as model of commitment to ensure staff's collective capacity to inspire each other to high levels of effort. And is highly skilled in modeling and guiding use of relevant information, including disaggregated student data throughout cycles of planning, implementing, evaluating, and refining programs. S/he values use of state-of-the-art technology and knowledge derived from research, theory, and best practices and ensures that the school consistently accesses and incorporates such knowledge in its work. The candidate models reflection and continuous growth by sharing her or his learning process, through formal and informal learning opportunities and ties them to organizational improvement. S/he integrates these opportunities into the professional environment of the school shaping a culture that values reflection, inquiry, and continuous learning.</p>

Standard 6: Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Developing Capability	Approaching Capability	Entry-Level Capability	Novice Practice	Accomplished Practice
<p>The candidate has little knowledge or recognition that District state and federal policy impacts the site and students. There is little evidence that the candidate ensures compliance with policies, participates in local discussions about district or site policies, or communicates with all stakeholders by making information available to them. The candidate seldom engages the public in events that help maintain a positive school image and does not identify areas of public involvement that needs strengthening. S/he does not articulate the school vision and does not see the importance of using student data to support the vision.</p>	<p>Realizing that district, state, and federal policy impact building sites and students, the candidate ensures compliance with policy and participates in local discussions about district policy and site practices. Within the parameters of district policies and expectations, the candidate demonstrates an understanding of the importance of communicating with stakeholders in the community by making information available and responding appropriately to requests for information. The candidate is aware of the importance of public opinion and accepts input from the public when it is offered, engages the public in the events of the school to maintain a positive image and identifies areas in which public engagement requires strengthening.</p>	<p>Anticipating the effects of policy proposals for students and families in his or her community, the candidate actively seeks policy information relevant to her or his site from a variety of sources. S/he recognizes the challenges of positive public engagement, and thus establishes and implements regular means of communicating information about the site with stakeholders. To improve relationships between the school and the public, the candidate establishes opportunities for public input into school issues, identifies areas in which to strengthen communication, and takes positive action to improve communication with all stakeholders.</p>	<p>The candidate considers influencing policy as an integral part of her or his work as an educator. S/he maintains up-to-date knowledge and understanding of policy development at the district state and local levels, uses this knowledge to further education goals for the site and district and seeks opportunities to engage in forums to influence policy in the interests of all children. The candidate anticipates the needs of constituents to be informed about site issues and information, provides stakeholders with timely, useful, information related to policies and practices at the site, including data about school and student performance. S/he builds positive relationships through interactions with stakeholders. S/he encourages input from the public by facilitating access to key meetings and forums and by demonstrating the ability to acknowledge, manage, and respond professionally to public input focused on the interest of children and school goals.</p>	<p>The school leader is current about education policy and takes a proactive stance as an advocate for all students. S/he is a skilled analyst of policy at local, regional, and national levels and applies this knowledge to influence and shape policy that will support the achievement of key education goals at her or his site. S/he demonstrates leadership among professional colleagues and in the larger community by facilitating dialogue on policy that furthers the pursuit of student achievement, equity, and educational excellence. The school leader demonstrates commitment and skills in engaging and communicating with stakeholders. S/he builds and sustains support for the school by developing and nurturing ongoing trusting relationships with individuals and groups. S/he ensures that a range of accurate information about the school and its performance is clearly and effectively communicated through multiple media and channels. The school leader is an advocate for the school and a steward of a public institution. S/he ensures that the school remains open to public scrutiny by actively seeking out public involvement in a broad range of school events. S/he uses public input to shape strategic engagement and dialogue that strengthen public support for the mission and vision of the school.</p>

List of EDL 660 Authentic Tasks and Rubrics

Candidates are required to fulfill the following leadership tasks throughout their program. **The requirements to be fulfilled in EDL 660 are shaded.** The University Supervisor will confer with the Site Supervisor, but it is ultimately the University Supervisor's responsibility to see that each of these assignments are developed and assessed.

Task	Crs.	Authentic Task	
Fall 1	EDL 630	<p>1. Conduct an initial meeting of the advisory committee. During this initial meeting, review the committee's role over the next two semesters, and encourage their involvement and participation in this important work. (1) Develop group norms that will help your committee maximize idea sharing and group decision-making. During the meeting, share the information you have acquired concerning the targeted population and (2) solicit the committee's ideas and concerns for deepening your understanding of the target student needs. Finally, create a schedule of monthly meetings for the advisory committee.</p> <p>By November 10, 2010, through TaskStream, submit the following <u>in one file</u>:</p> <ul style="list-style-type: none"> • A one to two-page report of the first advisory committee meeting and your reflections about the effectiveness of your leadership during the meeting. • A copy of the agenda, including group norms. • A list of monthly meeting dates and times throughout the academic year. 	Assignment description and corresponding rubric can be found in EDL 630 syllabus

Fall 1	EDL 630	<p>2. Solicit input from your school faculty</p> <p>With the involvement and support of your advisory committee, solicit input from your school faculty about the school-based reasons the targeted population might not be achieving at desired levels and about the practices that might help improve achievement for those students. Solicit input through surveys, faculty meetings, focus groups, individual interviews, or a combination of these strategies.</p> <p>By November 29, 2010, through TaskStream submit the following <u>in one file</u>:</p> <ul style="list-style-type: none"> • A copy of any survey instruments or interview protocols used to solicit input • A one-page reflection of the committee’s plans for soliciting faculty input. 	<p>Assignment description and corresponding rubric can be found in EDL 630 syllabus</p>
Fall 1	EDL 630	<p>3. Review faculty input regarding target population achievement</p> <p>To gain additional perspective about the learning needs of students in your target population, help your advisory committee review the results of your faculty input. Engage the advisory committee in synthesizing and analyzing the results, offering their insights, soliciting additional data, posing questions, etc. Your advisory committee should also consider how this information might be used to help determine the effectiveness of the strategies that will improve learning results for your target population.</p> <p>By December 10, 2010, through TaskStream, submit the following:</p> <ul style="list-style-type: none"> • A brief description of the advisory committee discussion regarding faculty perceptions of target population needs and ideas for improving student achievement. 	<p>Assignment description and corresponding rubric can be found in EDL 630 syllabus</p>

Fall 1	EDL 660	<p>4. Submit instructional improvement plan Submit a copy of the instructional improvement plan that you developed in EDL 630. This plan should address the actions you intend to implement to improve the academic performance of your target population. As well, the plan should include a monitoring component that outlines how you intend to measure its effectiveness and its impact on student learning. <i>Note: The plan will be reviewed by your university supervisor to acquaint them of your proposed strategy for addressing the needs of your target population.</i></p> <p>By January 10, 2011, through TaskStream submit the following:</p> <ul style="list-style-type: none"> • A copy of your instructional improvement plan for your target population. 	Performance is insufficient if any of the bulleted criteria listed under "Acceptable Implementation" are not met.	<p>All of the following statements must be accurate:</p> <ul style="list-style-type: none"> • The instructional improvement plan includes two major sections: <ul style="list-style-type: none"> a. <u>Section one</u> of the plan should contain 1-2 overarching SMART goals for the target group, objectives to support each of the goals, and strategies or activities to achieve the objectives. It should contain components detailing what each part of the plan looks like in terms of student and parent engagement. It should delineate people responsible for each component of the plan including leadership, teachers, students and parents. Additionally, the plan should include a component detailing the measurable evidence that will be used to determine if the objectives are being met (these are the assessments, hard and soft, that will be used to monitor the progress of the plan). b. <u>Section two</u> of the plan is a calendar of mapped activities from January 2011 – June 2012 to achieve the goals. It should also contain communication tools to ensure that staff and stakeholders regularly receive communication about the plan, progress toward the goal(s), and their roles regarding the target group goal attainment. 	All bulleted criteria listed under "Acceptable Implementation" have been met. Additionally, the instructional improvement plan is comprehensive, convincing, and likely to make a difference in achievement for the target population.
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Spring	EDL 600	<p>5. Implications of the instructional improvement plan.</p> <p>With the assistance of the school principal (or site supervisor), review the (1) fiscal implications of the recommended improvement plan. Identify projected costs associated with the plan and possible sources of funding to cover those costs. If resources are not available, identify alternate courses of action that may allow for more immediate implementation.</p> <p>With the assistance of the school principal, (or site supervisor), and the school’s teacher union representative, review the (2) contractual implications of the recommended plan. Review the district’s teacher collective bargaining contract to ensure that the proposed plan is constructed in a manner consistent with the provisions of the contract. Also, review relevant district rules and guidelines. If the school does not have a collective bargaining contract, consider the impact of the proposed plan on faculty/staff morale, the school’s charter, and/or other relevant policies.</p> <p>In addition, to your fiscal and contractual issues, (3) reflect on any obstacles/conditions that warrant attention or notice such as scheduling, staff buy-in, resistance, faculty concerns, communication, etc. Identify a strategy for addressing any concerns related to these areas.</p> <p>By February 15, 2011, through TaskStream, submit the following:</p> <ul style="list-style-type: none"> • A description of the findings of the contractual policy review, including possible conflicts or concerns and ideas for resolving them (<i>for candidates at school’s with collective bargaining agreement</i>). • A description of the impact of the proposed strategy on faculty/staff morale, the school’s charter, and/or other relevant policies, including ideas for resolving them (<i>for candidates whose school’s do not have a collective bargaining contract</i>). • A description of the findings of the fiscal review, including possible conflicts or concerns and ideas for resolving them (<i>for all candidates</i>). • A description of any conflicts/concerns/conditions (beyond fiscal and contractual) that may impact the success of your improvement plan and your ideas for resolving them (<i>all candidates</i>). 	<p>Assignment description and corresponding rubric can be found in EDL 600 syllabus</p>
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Spring	EDL 660	<p>6. Lead the implementation of a student engagement plan for increasing student success. With the assistance of your advisory committee, discuss the degree to which target students are engaged in the learning process. Gauge their level of interest, motivation, and responsibility for improving their academic performance. Secondly, review factors that may be impacting their success in school, including discipline and attendance. Based on a review of these data, develop an engagement plan that addresses target population needs and supports their success in school.</p> <p>The plan should include a description of the process used to assess the engagement levels of the target population, a summary of the findings, and suggested strategies for addressing identified needs.</p> <p>By April 15, 2011, through TaskStream, submit the following:</p> <ul style="list-style-type: none"> • A description of the process that was used to assess the engagement levels of the target population. • A summary of the factors, including discipline and attendance, that may be impeding student success, and a summary of their impact on the target population performance. • Two or three strategies that address the identified factors impeding student success. At least one of the strategies should be a proactive strategy that seeks to improve engagement levels of the target students. 	<p>Performance is insufficient if any of the bulleted criteria listed under "Acceptable Implementation" are not met.</p>	<p>All of the following statements must be accurate:</p> <ul style="list-style-type: none"> • The description includes the process for assessing student engagement levels among the target population. • The summary of school factors, including both discipline and attendance, identify any impediments to student success for the target population. As well, the summary outlines the impact the factors have on target student performance. • At least two or three suggested strategies are offered for addressing identified factors impacting the target population. The strategies proposed are logical, based upon the data. At least one of the suggested strategies takes a proactive approach to improving the engagement levels of the target students. 	<p>All bulleted criteria listed under "Acceptable Implementation" have been met. Additionally, the proposed strategy is clearly responsive to real issues impacting student learning. The strategy has been vetted thoroughly such that it is both workable and likely to improve or increase student engagement.</p>
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Spring	EDL 652	<p>7. Provide mock supervision to one teacher during the spring 2011 semester Identify one teacher at your school who is willing to receive mock supervision from you. The teacher should serve at least some (ideally several) of the students in the target population. Observe the teacher two times during the spring semester for at least 30 minutes per observation using one of the observation tools discussed in EDL 652. During each observation, note in particular how the teacher addresses the learning needs of students in the targeted population. Share your lesson observation findings in ways that reinforce best practices and will engage the teacher in considering possibilities for improving results for the targeted population.</p> <p>By May 15, 2011, through TaskStream, submit evidence of completing two full clinical supervision cycles (***) The submission should include 1) a discussion of the pre-observation conference, 2) a description of the lessons observed, 3) evidence of your organization and analysis of the data you gathered during the observations, 4) your post-conference strategy including conference goals and a discussion of general conferencing techniques and/or coaching strategies used to assist the teacher’s instructional improvement, 5) your reflection on the quality of your observations and the feedback you provided, and your assessment of your personal supervisory skills and goals for your next mock supervision in the fall of 2011.</p> <p>(***) The second observation of the <u>same</u> teacher may omit the pre-conference step if you determine the follow-up observation during the first post-conference.</p>	<p>Assignment description and corresponding rubric can be found in EDL 652 syllabus</p>
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Spring	EDL 660	<p>8. Conduct regular meetings of the advisory committee during the spring 2011 semester Throughout the spring semester, meet on a monthly basis with the advisory committee to work toward the development and implementation of an instructional improvement plan for improving the achievement of students in the targeted population.</p> <p>By May 15, 2011, through TaskStream, submit the following:</p> <ul style="list-style-type: none"> Agendas for all advisory committee meetings conducted during the spring semester with your brief notes concerning what actually occurred. 	Performance is insufficient if any of the bulleted criteria listed under "Acceptable Implementation" are not met.	All of the following statements must be accurate: <ul style="list-style-type: none"> Agendas reflect monthly meetings focused on issues related to the improvement of achievement for the targeted population. The reflection describes your frank assessment of the challenges you face in leading the advisory committee toward the completion of tasks. As well, the reflection describes your learnings about your leadership strengths and opportunities for growth. 	All bulleted criteria listed under "Acceptable Implementation" have been met. Additionally, the agendas reflect strong progress toward the completion of the required tasks in a manner that is likely to make a difference in achievement for the targeted population eventually.
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Spring	EDL 660	<p>9. Shadow a principal in spring or summer 2011 Shadow a principal for three consecutive days. <u>Note: One session should be at a level other than the one in which you teach.</u> Keep a journal and note, in particular, what the principal did to support the attainment of overall school goals, what issues emerged that made it difficult for the principal to attend to key school goals, and how the principal dealt with those issues. As well, note what the principal did that might have influenced the attainment of the goal for the targeted population of students. If you had been principal, what would you have done differently? For your second shadowing experience compare and contrast the leadership practices of the two principals in this second reflection.</p> <p>By July 31, 2011 through TaskStream, submit:</p> <ul style="list-style-type: none"> • A two-page summary of a shadowing activity describing your observations of a school principal. The summary should describe key issues and activities and the manner in which the principal dealt with them. <p><u>Note: In your second reflection due on December 18, 2010 you will compare and contrast the leadership practices of the principals and your thoughts about best practices.</u></p>	Performance is insufficient if any of the bulleted criteria listed under "Acceptable Implementation" are not met.	All of the following statements must be accurate: <ul style="list-style-type: none"> • The 2 two-page summary should describe the three-day observations of the principals • The observation reflection should provide a descriptive summary of how the principal scheduled his/her time, the priorities he/she focused on, the problem-solving approaches used, the actions he/she took to support the overall attainment of school goals, etc. 	All bulleted criteria listed under "Acceptable Implementation" have been met. Additionally, the summaries highlight key issues in the daily work of principals that influence the attainment of learning goals.
Fall 2	EDL 640	<p>10. Identify a community relations issue at your school or district level. With the assistance of the advisory committee, identify a community relations issue that exists at either your school or district level. Use the template provided in EDL 640 to identify the components of the problem and develop a solution to the issue.</p> <p>By October 16, 2011, through TaskStream, submit the following:</p> <ul style="list-style-type: none"> • A clear explanation of the school/community relations issue and the negative impact on the target population's success in school. • A description of how you would propose to resolve the issue by involving the parent/community. Include in your response, the objective for addressing the issue, the specific strategies to support the objective, the tasks to implement, the persons responsible and the timeline and budget. 	Assignment description and corresponding rubric can be found in EDL 640 syllabus		

Fall 2	EDL 660	<p>11. Monitor the instructional improvement plan With the assistance of your advisory committee, monitor the implementation of the instructional improvement strategy during the fall 2011. How will you know if the improvement plan is being consistently implemented? How will you know if the improvement plan is an antecedent of excellence that is impacting the learning of the target population? Review the monitoring plan that you developed in EDL 630, to assess the impact of your plan on your intended outcomes.</p> <p>By November 20, 2011, submit the following through TaskStream:</p> <ul style="list-style-type: none"> • A statement of your assessment of the implementation of the improvement plan, including your perceptions concerning your leadership throughout the design, implementation, and monitoring of the plan. • A statement of your reflections of what you deem to be next steps with respect to the improvement plan based on collected data, formative assessments, committee recommendations on the effectiveness of the plan, etc. 	<p>Performance is insufficient if any of the bulleted criteria listed under "Acceptable Implementation" are not met.</p>	<p>All of the following statements must be accurate:</p> <ul style="list-style-type: none"> • A description of the progress of the implementation of the improvement plan including your perceptions concerning your leadership throughout the design, implementation, and monitoring of the strategy. • A statement of your reflections regarding what you deem as next steps with respect to the improvement plan based on collected data, formative assessments, and committee recommendations on the effectiveness of the plan, etc. 	<p>All bulleted criteria under "Acceptable Implementation" have been met. Additionally, the description includes evidence of specific data collection efforts for assessing both the quality of the implementation and the engagement of students, especially those in the target population.</p>
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Fall 2	EDL 660	<p>12. Monitor the student engagement strategy With the assistance of the advisory committee, monitor the implementation of the engagement strategy during the fall of 2011. How will you know the strategy is being implemented as intended? How will you know if better engagement results are being achieved? Utilize the monitoring system to track the progress throughout the fall semester. Publicize progress in appropriate ways to recognize the work of faculty, staff, parents and students.</p> <p>By November 20, 2011, through TaskStream, submit the following:</p> <ul style="list-style-type: none"> • A description of the progress (to date) in achieving improved engagement from the students, especially students in the target population. • A statement of your reflections about the implementation of the engagement strategy, including your perceptions concerning your leadership throughout the design, implementation, and monitoring of the strategy. 	<p>Performance is insufficient if any of the bulleted criteria listed under "Acceptable Implementation" are not met.</p>	<p>All the following statements must be accurate:</p> <ul style="list-style-type: none"> • The description provides a clear explanation of the monitoring system used for measuring the progress of the engagement strategy. • The description indicates how implementation is being refined and improved in response to the data being collected. • The reflection addresses an assessment of your leadership with respect to design, implementation, and monitoring of the strategy. It further outlines your perceptions of the implementation strategy and any refinements you would recommend as next steps. 	<p>All bulleted criteria listed under "Acceptable Implementation" have been met. Additionally, the description includes evidence of specific data collection efforts for assessing both the quality of the implementation and the engagement of students, especially those in the target group. Also, the implementation and monitoring effort yield substantial promise for the improvement of student engagement among the target population.</p>
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Fall 2	EDL 660	<p>13. Provide mock supervision to one teacher during the fall 2011 semester Identify one teacher at your school who is willing to receive mock supervision from you. The teacher should serve at least some (ideally several) of the students in the target population and should not be the same teacher observed in the spring. Observe the teacher at least two times during the fall semester for at least 30 minutes per observation using one of the observation tools presented in EDL 652. During each observation, note in particular how the teacher addresses the learning needs of students in the targeted population. Share your lesson observation findings in ways that reinforce best practices and will engage the teacher in considering possibilities for improving results for the targeted population.</p> <p>By Dec. 18, 2011, through TaskStream, submit two brief summaries (one for each observation) describing 1) the lesson observed, 2) the teacher’s performance as measured by the observation tool, 3) your post-conference strategy, including goals and recommendations for helping the teacher improve, and 4) your reflection on the quality of your observations and the feedback you provided.</p>	Performance is insufficient if any of the bulleted criteria listed under “Acceptable Implementation” are not met.	All of the following statements must be accurate: <ul style="list-style-type: none"> • Two supervision summaries were submitted. • Each summary included a <u>discussion of the pre-conference</u>, description of the <u>lesson observation</u> as measured by the observation tool, evidence of <u>lesson analysis</u>, the <u>post-conference strategy</u> including conference goals, and a discussion of general conferencing techniques and/or coaching strategies used to assist the teacher’s instructional improvement. • The summary further includes the <u>candidate’s reflection</u> upon the quality of their observations and feedback to the teacher, and the candidate’s <u>assessment of personal supervisory skills and lessons learned</u> from both the spring and fall mock exercises. 	All bulleted criteria listed under “Acceptable Implementation” have been met. Additionally, the summaries reflect the candidate’s insightful analysis of the lessons, a concerted effort to involve the teacher in the pre- and post-observation conferences through coaching or reflection, the use of appropriate observation tool/s and evidence of thoughtful reflection tied to the content of EDL 652 that helps the candidate to appreciate the complexities of supervision and develop the knowledge, dispositions, and skills necessary to be an excellent instructional leader.
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Fall 2	EDL 660	<p>14. Shadow a principal in fall 2011</p> <p>Shadow a principal for three consecutive days. <u>Note: One of the shadowing experiences should be at a level other than the one in which you teach.</u> Keep a journal and note, in particular, what the principal did to support the attainment of overall school goals, what issues emerged that made it difficult for the principal to attend to key school goals, and how the principal dealt with those issues. As well, note what the principal did that might have influenced the attainment of goals for the targeted population. If you had been principal, what would you have done differently? For your second shadowing experience compare and contrast the leadership practices of the two principals in this second reflection.</p> <p>By December 18, 2011, through TaskStream, submit the following:</p> <ul style="list-style-type: none"> • A two page summary of the shadowing activity describing your observations of a school principal. The summary should describe key issues and activities and the manner in which the principal dealt with them. • A one-page summary of your reflections regarding both observations. This reflection, should compare and contrast the leadership practices of the two principals and your thoughts about the best practices. 	Performance is insufficient if any of the bulleted criteria listed under "Acceptable Implementation" are not met.	All of the following statements must be accurate: <ul style="list-style-type: none"> • The two-page summary should describe the three-day observation of the principal. • The observation reflection should provide a descriptive summary of how the principal scheduled his/her time, the priorities he/she focused on, the problem-solving approaches used, the actions he/she took to support the overall attainment of school goals, etc. • An additional page should compare and contrast the leadership practices of the principals observed, as well as your own thoughts about best leadership practices 	All bulleted criteria listed under "Acceptable Implementation" have been met. Additionally, the summaries highlight key issues in the daily work of principals that influence the attainment of learning goals.
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Fall 2

EDL 660

15. Conduct regular meetings of the advisory committee during the fall 2011 semester

Throughout the fall semester, meet on a monthly basis with the advisory committee to work toward the development and implementation of an instructional improvement plan for improving the achievement of students in the targeted population.

By **December 18, 2011**, through TaskStream, submit the following:

- Agendas for all advisory committee meetings conducted during the fall semester with your brief notes concerning what actually occurred.

Performance is insufficient if any of the bulleted criteria listed under "Acceptable Implementation" are not met.

All of the following statements must be accurate:

- Agendas reflect monthly meetings focused on issues related to the improvement of achievement for the target group.
- The reflection describes your frank assessment of the challenges you face in leading the advisory committee toward the completion of tasks. As well, the reflection describes your learnings about your leadership strengths and opportunities for growth.

All bulleted criteria listed under "Acceptable Implementation" have been met. Additionally, the agendas reflect strong progress toward the completion of the required tasks in a manner that is likely to make a difference in achievement for the targeted population eventually.

APPENDIX A

ORAL EXAM GUIDELINES

Prior to Exam

Candidates will receive a copy of a job description **and** a job posting for which they must apply. (Job description and job posting will be given out in EDL 655 approximately a month before date of the oral exam)

Student will prepare a letter of introduction around the job posting for which the student is applying. Students must bring the following to a simulated job interview they will be invited to attend (see details below).

1. A letter of introduction (also known as letter of intent) (two copies)
2. A current resume (two copies)

The Oral Exam/Oral Interview

The Oral Exam will simulate a job interview for the job posting mentioned above. The interview will be conducted by two faculty/practitioners. Key questions will be centered on the six competencies of the Administrative Credential Program (see page 1).

Oral Exam Period

The Oral Exam will serve as the culminating activity in the Tier 1 program toward the close of the final semester. Candidates will be apprised of the date approximately one month prior to the exercise and should plan 1.5-2.0 hours for the total exam process. Each candidate will be assigned a specific hour for their interview—4:30, 5:30 or 6:30pm—but should arrive early should the assessors be ahead of schedule. All candidates should also dress in a professional manner and in keeping with attire one would wear to an actual job interview.

The Interview Process

The interview process will take approximately one hour. Prior to the actual interview, the candidate will present the interview panel with copies of their letter of introduction and current resume. The candidate will be excused for a few minutes while the panel reviews this documentation. The candidate will return to the room for the formal interview, which will last approximately 30 minutes. Upon completion of the interview, the candidate will be excused, once again, and the interview team will deliberate for 10 minutes. The candidate will then be called back into the meeting for the results of the deliberation. Feedback will be provided on all aspects on the interview process, including the quality of the letter of introduction and resume, and the candidate's poise, dress and communication skills.

Make-up Opportunity

If a student cannot attend the designated interview day or does not meet minimum requirements on the oral interview, he/she will need to take a written comprehensive exam. The student will then report to the EDL Department offices at an agreed upon time and be given a three hour time frame in which to answer the required questions. If the candidate does not meet the minimum requirements on the written exam, he/she will have exhausted all additional remedies and will not receive department certification for credential eligibility.

APPENDIX B

CHRONOLOGICAL LIST OF FIELD EXPERIENCE TASKS

<u>Due Date</u>	<u>Task</u>	<u>Documentation</u>
Oct 25	Conduct an initial meeting of the advisory committee (1)	Copy of planned agenda and group norms One-page report and reflection of committee meeting List of monthly meeting dates for academic year
Nov 10	Solicit input from your school faculty (2)	Copy of survey instruments to solicit input One-page report of your findings
Nov 25	Review faculty input regarding target population achievement (3)	Description of committee discussion re: data results Description of how committee will use data to gauge progress
Dec 13	Submit instructional improvement plan (4)	Copy of instructional improvement plan
Feb 15	Implications of the instructional improvement plan (5)	Description of contractual, fiscal, policy challenges Description of conflicts/concerns/conditions and ideas for their resolution
Apr 15	Lead the implementation of an engagement plan for students in the target population (6)	Summary of factors impeding engagement Strategies for addressing engagement Description of the process to assess engagement
May 15	Provide mock supervision to one teacher during the spring 2011 semester (7)	Summary of two lesson observations and reflection

May 15	Conduct regular meetings of the advisory committee during the spring 2011 semester (8)	Submit agendas for all committee meetings + notes
July 31	Shadow a principal (9)	Summary of shadowing experience and reflection
Oct 16	Identify a community relations issue at your school or in your district (10)	Explanation of the community relations issue Explanation of how the problem affects stakeholders Description of proposed plan to address the issue
Nov 20	Monitor the instructional improvement plan (11)	Description of monitoring system to gauge progress Description of progress of implementation plan Reflection regarding your leadership of the plan and next steps
Nov 20	Monitor the student engagement strategy (12)	Description of monitoring system to gauge progress Description of progress of implementation strategy Reflection regarding your leadership of the strategy
Dec 18	Provide mock supervision to one teacher two times during the fall 2011 semester. (13)	Summary of two lesson observations and reflection
Dec 18	Shadow a principal (14)	Summary of shadowing experience and reflection Comparison and contrast of both principals
Dec 18	Conduct regular meetings of the advisory committee during the fall 2011 semester (15)	Agendas for all fall meetings including notes Reflection regarding your leadership

Note: The documentation noted above is intended to summarize the criteria used to evaluate the submission. However, candidates should always refer to the rubric for each task for specific requirements.