



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.

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 focuses on the achievement of a target population of students. Candidates refine their leadership skills as they engage an Advisory Committee in the work of achieving better learning results for the school, and the target population, in particular. (See **Appendix A** for a description of authentic tasks and rubrics.)

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.

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 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 the 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.

1. **SEMESTER HOURS:** Each semester consists of 3 semester credits of field experience. A minimum of 6 semester hours of fieldwork experience is required for a K-12 California preliminary administrative credential at SDSU.
2. **GROUP MEETINGS:** Attendance at meetings established by the university faculty supervisor is required each semester. In general, these meetings will be held monthly at the beginning of a regularly scheduled class.
3. **REPORTS AND REFLECTIONS UPLOADED TO TASKSTREAM:** Each candidate will be expected to reflect, write and then use TaskStream to document the completion of all tasks associated with the field experience.

PLEASE NOTE: **APPENDIX B** INCLUDES A TIMELINE FOR FALL AND SPRING SEMESTER TASKS.

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 these individuals. 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.

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 his/her leadership experiences.
- Informally assess and discuss 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. 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.
 - 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.
 - iv. Arranging other opportunities in support of the candidate's field experience program.
3. Receive and evaluate periodic reflections and 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. 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.
6. 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 due date 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 (included in this handbook as **Appendix C**.) This self-assessment must be conducted three times: at the beginning of the first semester, at the end of the second semester, and during EDL 655.
3. Engage in the work of the Advisory Committee 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. Fall 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. Spring 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:

3 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 fall semester in order to receive a Reasonable Progress grade.

REQUIRED DOCUMENTS

Initial Required Documents

1. **Candidate Information Form** - Please attach a map with directions from SDSU to the school site. (**Appendix D**)
2. **Field Experience Requirements/Site Approval Form** (**Appendix E**)

First Semester Required Documents

1. Evidence of completion of the authentic tasks with due dates through Dec. 15th should be posted on TaskStream.
2. **Self Assessment of Candidate Leadership Development** completed by candidate. (**Appendix C**)

Second Semester Required Documents

1. Evidence of completion of all of the authentic tasks with due dates through May 15th should be posted on TaskStream.
2. **Self Assessment of Candidate Leadership Development** completed by candidate. (**Appendix C**).

*If all requirements for EDL 660 are not completed, the candidate cannot receive credit for the field experience. If the candidate is experiencing difficulty with completion of tasks, it is recommended that he/she communicate with the University Supervisor and with the Program Advisor.

APPENDIX A

Fall - EDL 660 Tasks

Task F1: Baseline – Self Assessment of Candidate Leadership Development

- Carefully complete the Self Assessment of Candidate Leadership Development Form by clicking on the link below. If you can, meet with your Principal and complete the instrument together. If this is not possible, fill it out yourself.
- After completing the instrument, work with your University Supervisor to determine 3 strengths that will serve you during the field experience and 3 areas that you hope to work on. Think of how you will address these areas of need in order to convert them to strengths. Create and upload a one page sheet that summarizes these strengths, goals and actions.
- Share the plan with your Principal so that he/she can help you work on your areas of need as well as utilize your strengths.

Task F2: Target Group Selection Process: Initial Report

Write a 2-3 page report (1.5 spacing, 10 font) that provides the following information:

- A brief introduction to the document (one paragraph that explains your overall task of leading an Advisory Group as it works to improve student achievement for a target group, introduces the elements to be included in the document – data analysis process, description of target population, etc.)
- A description of the data that you analyzed, how you analyzed it and what you found out
- A description of the target population that you have decided to work with, along with a reason for selecting this group based on the data analyzed
- A description of the target group's needs (as indicated by the data) as well as some possible causes for this lack of achievement
- Next steps for forming an Advisory Group and working with them to create a plan. Describe who you will ask to participate and why.
- Make sure that your report is clear, well-organized, written in professional language, and stands alone (your Supervisor should not have to see any other documents in order to make sense of it) Consult the rubric before you write as well as before you submit the final copy to Task Stream.

Task F3: Advisory Meeting #1: Getting started

- Select and then invite your Advisory Group members to a meeting. Remember that it is important to include those you feel will be most helpful in addressing the needs of the target group. Plan the agenda carefully and think about your strategy for approaching the meeting. Try to keep the

meeting short but long enough to get the process started (1 to 1.5 hours for this initial meeting would be good.).

- In the meeting, talk with your Advisory Group about norms and meeting dates and times. Make sure that you tell them about your data analysis process and about the target group. Ask them for their thoughts. Why is the target group not achieving as they should? What is being done now and what might be done? What type of additional data would be useful to gather from faculty? Talk about how they can gather the data and have all agree to bring back the information at the next meeting so the process can move forward. Emphasize their key role in this process.
- Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so). Make sure you include item, a summary of discussion and any agreements or reports.
- Based on your agenda, write up a 1-2 page reflection (1.5 spacing, 10 font). How did the meeting go? Did you accomplish what you hoped to accomplish? Did you focus on getting the group started, orienting them towards the task ahead of them for the year? Did you share information on the target group and how you selected this group based on the data analysis? Did you ask them for their thoughts? Did you talk about additional data needed and enlist their help? Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Describe your leadership both in terms of what went well and what could be improved. Briefly overview content and strategy for the next meeting.
- Review the rubric for Advisory Meetings before you write and before you submit the final copy. Make sure that your document is clear, well-organized, comprehensible and professionally written. Submit your agenda, minutes and reflection to Task Stream.

Task F4: Advisory Meeting #2: Sharing and analyzing faculty input

- Invite your Advisory Group members to a meeting. Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so). In this meeting you should give a brief recap of last meeting and the team should share and analyze data they gathered and start to generate ideas for the instructional improvement plan.
- Based on your agenda, write up a 1-2 page reflection (1.5 spacing, 10 font). How did the meeting go? Did you accomplish what you hoped to accomplish? Did the group share and analyze data and start to generate plan ideas? Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Describe your leadership both in terms of what went well and what could be improved. Comment on next meeting's focus.

- Review the rubric for Advisory Meetings before you write and before you submit the final copy. Make sure that your document is clear, well-organized, comprehensible and professionally written. Submit your agenda, minutes and reflection to Task Stream.

Task 5F: Advisory Meeting #3: Developing the plan

- Invite your Advisory Group members to a meeting. Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so). During this meeting the group should finalize their suggestions for the instructional improvement plan.
- Based on your agenda, write up a 1-2 page reflection (1.5 spacing, 10 font). How did the meeting go? Did you accomplish what you hoped to accomplish? Did the group make recommendations for a plan to help increase achievement of the target group? Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Describe your leadership both in terms of what went well and what could be improved. Comment on the next meeting's focus.
- Review the rubric for Advisory Meetings before you write and before you submit the final copy. Make sure that your document is clear, well-organized, comprehensible and professionally written. Submit your agenda, minutes and reflection to Task Stream.

Spring - EDL 660 Tasks

Task S1: Advisory Meeting #4: Monitoring and adjusting the plan (Part I)

- Invite your Advisory Group members to a meeting. Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so). In this meeting you should talk about how the plan is going and whether any adjustments need to be made.
- Based on your agenda, write up a 1-2 page reflection (1.5 spacing, 10 font). How did the meeting go? Did you accomplish what you hoped to accomplish? Did the group re-visit the plan and talk about how things are going? Were any modifications mentioned? If so, what were they? Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Does there appear to be ownership of the plan on the part of the Advisory Group and staff involved in its implementation? Describe your leadership both in terms of what went well in the meeting and in the overseeing of the plan, in general, and what could be improved. Comment on the next meeting's focus.
- Review the rubric for Advisory Meetings before you write and before you submit the final copy. Make sure that your document is clear, well-

organized, comprehensible and professionally written. Submit your agenda, minutes and reflection to Task Stream.

Task S2: Advisory Meeting #5: Monitoring and adjusting the plan (Part II)

- Invite your Advisory Group members to a meeting. Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so). In this meeting you should talk about how the plan is going and whether any adjustments need to be made.
- Based on your agenda, write up a 1-2 page reflection (1.5 spacing, 10 font). How did the meeting go? Did you accomplish what you hoped to accomplish? Did the group re-visit the plan and talk about how things are going? Were any modifications made discussed? Were any other changes made, and if so, which? Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Does there appear to be ownership of the plan on the part of the Advisory Group and staff involved in its implementation? Describe your leadership both in terms of what went well in the meeting and in the overseeing of the plan, in general, and what could be improved. Comment on the next meeting's focus.
- Review the rubric for Advisory Meetings before you write and before you submit the final copy. Make sure that your document is clear, well-organized, comprehensible and professionally written. Submit your agenda, minutes and reflection to Task Stream.

Task S3: Advisory Meeting #6: Evaluating the process and results

- Invite your Advisory Group members to a meeting. Plan the agenda carefully and think about your strategy for approaching the meeting. Conduct the meeting and keep detailed, well-organized minutes (or ask someone to help you do so).
- Based on your agenda, write up a 1-2 page reflection (1.5 spacing, 10 font). How did the meeting go? Did you accomplish what you hoped to accomplish? Did the group re-visit the plan and talk about how it went in terms of both process and results for students? Did they feel that the plan was successful? Do you feel that all felt included, that there was collaboration and shared decision making with consensus? Was there conflict and if so how was it resolved? Describe your leadership both in terms of what went well in the meeting and in the implementation/modification/evaluation of the plan, in general, and what could be improved. Mention recommendations for next steps.
- Review the rubric for Advisory Meetings before you write and before you submit the final copy. Make sure that your document is clear, well-organized, comprehensible and professionally written. Submit your agenda, minutes and reflection to Task Stream.

Task S4: Target Group: Year-end evaluation

- Write a 3-5 page document (1.5 spacing, 10 font) that includes the following: an introduction that briefly explains the process you followed this year, a thoughtful evaluation of the plan's effectiveness (process and results), as well as next steps both in terms of how the candidate's leadership can be improved and how the target group can be helped to improve their achievement even more.
- The plan should be well-organized, clear, and professionally written (as if it were being presented to the School Board, for example). The document should be able to stand alone as an "executive summary" for anyone who might want to read about the work of the Advisory Committee and its leader.
- Review the rubric carefully before you begin writing and before you submit your final document to Task Stream.

Task S5: Mid-point Self Assessment of Candidate Leadership Development

- Carefully complete the Self Assessment of Candidate Leadership Development by clicking on the link below. If you can, meet with your Principal and complete the instrument together. If this is not possible, fill it out yourself.
- After completing the instrument, look back at your strengths and areas of need. Did you improve? Were you able to capitalize on your strengths? Write a 2 page (1.5 spacing, 10 font, TNR) reflection on this growth process.
- Talk to your University Supervisor, and your Site Supervisor if possible, about how you can continue to grow in the final semester of the program (after EDL 660). (You will complete this instrument and write a final reflection when you finish the program in EDL 655, so keep that in mind.)

Target Group Selection: Initial Reflection Rubric

	Below standards	Meets standards	Exceeds standards
Data analysis	The data analysis process is referred to but is not clearly described.	The data analysis process is described and results of the analysis are provided, including data specific to the target group.	The data analysis process is described in detail. There is evidence that the data was triangulated and examined using multiple sources of information over multiple years.
Selection of target group	Target group is not mentioned or is difficult to visualize. Reason is not mentioned or is not clear.	Target group is described along with reason for selecting this group.	Target group is described in detail, along with reason for selecting this group.
Initial assessment of target group: needs/possible approaches	Target group needs are generally described and/or are not linked to the data.	Target group's needs are described and related to the data.	Target group's needs are described in detail and possible causes are indicated. Data is clearly tied to "initial diagnosis" of cause/needs.
Strategy for forming Advisory Committee and plans for initial meeting	Strategies for setting up and guiding the Advisory Committee are vague. Next steps are not indicated or do not match the problem related to increasing this particular target group's achievement.	Strategies for forming Advisory Committee are realistic and membership supports target population needs. Plans for the initial meeting focus on objectives, norms, summary of target population performance data.	The rationale for forming the committee provides evidence of thoughtful selection and alignment of committee strengths to target group needs. The plan includes a preliminary agenda for the initial meeting that considers meeting objectives, ideas for group cohesiveness, calendar of future meeting dates, etc.

Advisory Meeting Reflection Rubric

	Below standard	Meets standard	Exceeds standard
Agenda and minutes	Includes both agenda and minutes although they may be limited, or is missing agenda or minutes.	Both agenda and minutes are included and are organized.	Both agenda and minutes are included and are well-organized. Detailed information on items, discussion and actions is given, as well as mention of those involved.
Meeting focus	Meeting does not have a clear focus, does not seem to progress adequately. There is no or limited evidence of discussion and decision making. All agenda items may not have been covered.	Meeting agenda focuses on task of the month. There is evidence that all agenda items have been covered and that progress has been made. There is evidence of collaborative decision making and consensus building.	Meeting focuses on the task of the month and members make substantial progress. All agenda items have been covered. There is evidence of collaborative decision making and consensus building as well as shared leadership.
Reflection	Reflection is limited. It does not mention what the Advisory Committee leader thought about the way the meeting went, his or her leadership abilities, next steps.	Reflection describes the leader's thoughts on how the meeting went and suggests next steps for the Advisory Committee. General comments on leadership style and effectiveness are shared.	Reflection describes the leader's thoughts on how the meeting went, as well as specific comments on his or her leadership and how he/she might improve. It includes creative suggestions for next steps based on the group's discussion.

Final Evaluation Report Rubric

	Below standards	Meets standards	Exceeds standards
Introduction	There is no introduction to the report or it is vague.	There is an introduction to the report. It mentions the target group, the main goals and the process used to implement, monitor and evaluate the plan.	There is an introduction to the report. It mentions the target group, the main goals and the process used to implement, monitor and evaluate the plan. The introduction clearly allows the reader to visualize the effort that took place.
Evaluation	There is a superficial evaluation of the plan's success. There is limited evidence regarding what worked, what didn't and why. Next steps may be missing or general. There is no mention or limited mention of the EDL student's leadership role.	There is a thoughtful evaluation of how well the plan worked. Results are shared for activities designed to help the target group.	There is an insightful evaluation of how well the plan worked. There is clear evidence of task-outcome relationships (what worked and what didn't and why).
Conclusions	There is no conclusion or the conclusion does not flow naturally from the body of the document.	There is a conclusion that flows naturally from the document. Next steps are indicated and align with what occurred over the course of the year. The leadership role of the EDL student is described.	There is a conclusion that flows naturally from the document. There are strategic next steps clearly indicated for improving services to the target group and enhancing the EDL student's leadership.

APPENDIX B

FALL SEMESTER TIMELINE

Month	Candidate Responsibility	Supervisor Support
September	Task F1 —Self assessment of Leadership Development uploaded to TS by September 9	Supervisors meet with students for first time on September 6 or 7. Suggested meeting agenda: <ul style="list-style-type: none"> • overview of 660 Handbook • discuss self assessment • share observation expectations • schedule triad meeting w/principal
October	Task F2 —Target Group Selection: Initial reflection due to TS by October 8 Candidate conducts first meeting with Advisory committee in October and develops plan for gathering additional data re: target group performance results/root causes impacting results	Second meeting with supervisors on October 4 or 5. Suggested meeting agenda: <ul style="list-style-type: none"> • strategy for conducting first advisory meeting • ideas for building group cohesiveness • ideas for meeting effectiveness • strategies for soliciting faculty input re: target group performance needs/root causes
November	Task F3 —First Advisory committee reflection due to TS by November 1 Candidate conducts second Advisory committee meeting	Third meeting with supervisors on November 1 or 2. Suggested meeting agenda: <ul style="list-style-type: none"> • discuss effectiveness of first meeting • discuss lessons learned from first meeting • discuss next steps
December	Task F4 —Second Advisory committee reflection due to TS by December 1 Candidate conducts third Advisory committee meeting Task F5 —Third Advisory committee reflection due to TS by December 15	Fourth meeting with supervisors on December 6 or 7. Suggested meeting agenda: <ul style="list-style-type: none"> • discuss effectiveness of second meeting • share findings of faculty input re: target group • share progress on instructional improvement plan • discuss budgetary plans and strategy for addressing target group needs

SPRING SEMESTER TIMELINE

Month/Date	Candidate Responsibility	Supervisor Support
February	Candidate conducts fourth Advisory committee meeting	Meeting with supervisors on February 7 or 8. Suggested focus of meeting agenda: <ul style="list-style-type: none"> • update on status of improvement plan • discuss methods to assess plan effectiveness • ideas for keeping committee motivated
March	Task S1 —Fourth Advisory committee reflection due to TS by March 1 Candidate conducts fifth Advisory committee meeting	Meeting with supervisors on March 6 or 7. Suggested focus of meeting agenda: <ul style="list-style-type: none"> • update on status of plan • discuss process for evaluating results of plan implementation • remind students of second self assessment • discuss shadowing experience
April	Task S2 —Fifth Advisory committee reflection due to TS by April 1 Candidate conducts sixth Advisory committee meeting	Meeting with supervisors on April 3 or 4. Suggested focus of meeting agenda: <ul style="list-style-type: none"> • discuss plans for evaluating improvement plan • talk about clinical supervision cycle
May	Task S3 —Sixth Advisory committee reflection due to TS by May 1 Task S4 —Evaluation of improvement plan due to TS by May 15 Task S5 —Mid-point: Self Assessment of Leadership Development due to TS by May 15	Final meeting with supervisors on May 1 or 2. Suggested focus of meeting agenda: <ul style="list-style-type: none"> • share lessons learned from clinical supervision cycle • share results of plan evaluation • summarize progress on baseline goals • discuss next steps for target group Supervisors schedule final triad session with site principals where candidate reflects on leadership experience and ways candidate can continue to refine his/her leadership skills.

APPENDIX C

Self Assessment of Candidate Leadership Development

Use the following scale to assess yourself on each of the standards below.

Performance Levels	Description	Pts		
Developing Capability	The candidate is knowledgeable about this aspect of administrative practice	1		
Approaching Capability	The candidate understands this aspect of administrative practice and can formulate a realistic strategy for implementation.	2		
Entry-Level Capability	The candidate understands this aspect of administration and has demonstrated the ability to put it into practice during supervised field experience.	3		
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>				
Standard 1 Elements		Developing Capability	Approaching Capability	Entry-Level Capability
The candidate:				
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.	1	2	3
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.	1	2	3
1c.	Knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.	1	2	3
1d.	Can identify and address barrier to accomplishing the vision.	1	2	3
1e.	Can shape school programs, plans and activities to ensure integration, articulation and consistency with the vision.	1	2	3
1f.	Uses the influence of diversity to improve teaching and learning.	1	2	3
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>				
Standard 2 Elements		Developing Capability	Approaching Capability	Entry-Level Capability
The candidate:				
2a.	Understands and is able to create an accountability system of teaching and learning based on student learning standards.	1	2	3
2b.	Uses research and data to design, implement support, evaluate and improve instructional programs and to drive staff professional development.	1	2	3
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.	1	2	3

2d.	Knows how to shape a culture in which high expectations for all students and for all subgroups of students is the core purpose.	1	2	3
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.	1	2	3
2f.	Promotes equity fairness, and respect among all school community members.	1	2	3
2g.	Provides opportunities for parents and other members of the school community to collaborate, lead, and share responsibility.	1	2	3
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.	1	2	3
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.	1	2	3
2j.	Utilizes technological tools to manage and evaluate instructional programs and promotes and supports the use of technology in instruction and learning.	1	2	3
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>				
Standard 3 Elements		Developing Capability	Approaching Capability	Entry-Level Capability
The candidate:				
3a.	Is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.	1	2	3
3b.	Establishes operations, patterns, and processes that support student learning.	1	2	3
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.	1	2	3
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.	1	2	3
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.	1	2	3
3f.	Utilize principles of systems management, organizational development, problem solving, and collaborative decision making fairly and effectively.	1	2	3
3g.	Is able to utilize effective and positive nurturing practices in establishing student behavior management systems.	1	2	3
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.	1	2	3

3i.	Effectively evaluates and uses a wide range of technologies, including assistive technologies, to support instruction and effective administration.	1	2	3
3j.	Is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.	1	2	3
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>				
Standard 4 Elements		Developing Capability	Approaching Capability	Entry-Level Capability
The candidate:				
4a.	Incorporates information about family and community expectations into school decision making and activities	1	2	3
4b.	Recognizes the goals and aspirations of diverse family and community groups.	1	2	3
4c.	Values diverse community groups and treats all with fairness and respect.	1	2	3
4d.	Demonstrates the ability to support the equitable success of all students through the mobilization and leveraging of community support services.	1	2	3
4e.	Each candidate knows how to strengthen the school through the establishment of community business, institutional, and civic partnerships	1	2	3
4f.	Effectively communicates information about the school on a regular and predictable basis through a variety of media and modes.	1	2	3
4g.	Facilitate parent involvement and parent education activities that support students' success.	1	2	3
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		Developing Capability	Approaching Capability	Entry-Level Capability
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.	1	2	3
5b.	Models personal and professional ethics integrity, justice, and fairness and expects the same behaviors from others.	1	2	3
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.	1	2	3
5d.	Is able to utilize technology to foster effective and timely communication to all members of the school community.	1	2	3
5e.	Is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.	1	2	3
5f.	Demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.	1	2	3
5g.	Knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.	1	2	3

5h.	Engages in professional and personal development.	1	2	3
5i.	Demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.	1	2	3
5j.	Knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.	1	2	3
5k.	Protects the rights and confidentiality of students and staff.	1	2	3
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		Developing Capability	Approaching Capability	Entry-Level Capability
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.	1	2	3
6b.	Ensures that the school operates within the parameters of federal, state, and local laws, policies, regulations, statutory, and fiscal requirements.	1	2	3
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.	1	2	3
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.	1	2	3
6e.	Knows how to influence and support public policies that ensure the equitable distribution of resources and support for all groups of students.	1	2	3
6f.	Welcomes and facilitates constructive conversations about how to improve student learning and achievement.	1	2	3
Average				

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.</p> <p>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.</p> <p>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>

APPENDIX D

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

APPENDIX E

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 2 consecutive semesters of administrative field experience

B. Administrative Field Experience Program Requirements

1. **GROUP MEETINGS:** Attendance at meetings established by the University Supervisor is required each semester.
2. **LEADERSHIP DEVELOPMENT ASSESSMENT:** The candidate will complete the Assessment of Candidate Leadership Development form at the beginning of the first fieldwork semester, the end of the second fieldwork semester and finally in EDL 655. After filling out the initial assessment, the candidate, in collaboration with the University Supervisor, should identify areas of strength and areas for professional growth and should follow up and reflect on them throughout the EDL program.
3. **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.

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