



California Polytechnic State University
San Luis Obispo

**EDUCATIONAL LEADERSHIP AND
ADMINISTRATION PROGRAM**
Course Syllabus

Basis of SOE Conceptual Framework:

- Learning for (purpose)
- Learning through (process)
- Learning about (content)

Course Number & Title: <i>EDUC 518 – Administrative Fieldwork Series</i>		Term & Year: 2018-2019			
Instructors: Andrea Somoza-Norton, Ed.D.	Office Location: 02-110	Phone: 805-756-5373 Cell: 603-327-7664			
Class Location & Time:	Office Hours: Tuesdays, Thursdays and Fridays (by appointment)	Email: asomozan@calpoly.edu			
Administrator Fieldwork: Candidates will participate in significant field experiences that are designed to bring theory to practice. The experiences will address the major duties and responsibilities authorized by the Preliminary Administrative Services Credential in a variety of realistic settings and include intensive experiences both in the day-to-day functions of administrators as well as in longer-term policy design and implementation in culturally diverse settings so that the candidates are prepared effectively to work in diverse contexts.					
The fieldwork experience is divided into three thematic quarters: <ul style="list-style-type: none">• Q1: Organizational Leadership (CAPE 1C, 5A, 5B, 5C)• Q2: Instructional Leadership (CAPE 1A, 2A, 2B, 2C, 2D)• Q3: Managerial Leadership (CAPE 3A, 3B, 3C, 3D, 6A)• Q1-3: Community Leadership (CAPE 1B, 4A, 4B, 6B)					
COURSE LEARNING OUTCOMES.		ASSESSMENT	STANDARD	SOE LEARNING OUTCOME	SOE DISPOSITION
Over the course of 1-year of fieldwork, education leaders practice and develop skills to: Develop and implement a shared vision of learning for all students.		Artifacts & Reflections, Formal Fieldwork Assessment of Candidate Competence	CAPE 1	1-6	1-3
Over the course of 1-year of fieldwork, education leaders practice and develop skills to: Shape a school culture of teaching and learning and support teachers to improve their practices.		Artifacts & Reflections, Formal Fieldwork Assessment of Candidate Competence	CAPE 2	1-6	1-3
Over the course of 1-year of fieldwork, education leaders practice and develop skills to: Manage the organization to facilitate a safe and productive learning and working environment.		Artifacts & Reflections, Formal Fieldwork Assessment of Candidate Competence	CAPE 3	1-6	1-3
Over the course of 1-year of fieldwork, education leaders practice and develop skills to: Collaborate with families and other stakeholders to address diverse student and community interests and leverage resources.		Artifacts & Reflections, Formal Fieldwork Assessment of Candidate Competence	CAPE 4	1-6	1-3
Over the course of 1-year of fieldwork, education leaders practice and develop skills to: Lead decision making based on professionalism, ethics, integrity, justice, and equity.		Artifacts & Reflections, Formal Fieldwork Assessment of Candidate Competence	CAPE 5	1-6	1-3
Over the course of 1-year of fieldwork, education leaders practice and develop skills to: Influence political, social, economic, legal and cultural contexts to improve education policies and practices.		Artifacts & Reflections, Formal Fieldwork Assessment of Candidate Competence	CAPE 6	1-6	1-3

Note: For each learning outcome, the applicable standard and SOE learning outcome is listed by number (full text provided at the end of syllabus).

ADMINISTRATIVE FIELDWORK ACTION PLAN

Purpose:

The purpose of the Fieldwork Action Plan is to arrange for the required number of hours of fieldwork activities so that you apply the CCTC Standards that links theory with practical experience in real-life settings. Prepare a minimum of one artifact that satisfies the work with each Standard as determined by your site supervisor. You will utilize some of the artifacts in your E-Portfolio at the conclusion of your credential program.

Preparation:

- Prepare a preliminary Fieldwork Plan with the help of your site supervisor.
- Arrange for a meeting for you and your site supervisor to discuss and possibly modify your Fieldwork Action Plan.
- Rewrite your Fieldwork Plan and incorporate any changes that occurred during the fieldwork meeting.
- Copy your final plan for your site supervisor and keep one copy in your E-Portfolio.
- If unique circumstances evolve that could alter the direction of your Fieldwork Action Plan, make changes only with the counsel of your site supervisor.

Record and Reflect:

- Maintain a log of your hours using the model in this packet or a log form that you develop.
- Complete a reflection on each Standard that you worked on during the quarter. How did each help you as a potential administrator? How did the work increase your knowledge of the Standard?
- Complete a reflection on leadership reflecting on the work from the quarter. How are your philosophy and platform on curriculum, instruction and assessment changing?

Sharing Artifacts:

- During the final two or three weeks of the quarter, meet with your Site Administrator/Clinical Practice University to present and discuss your fieldwork artifacts.
- Hold a quarterly conference with your Clinical Practice University Supervisor to assess your progress on the CAPEs for the current quarter.

Completion:

- Ask your Site Administrator and Clinical Practice University Supervisor to sign the Fieldwork Log and Assessment of Candidate Competence. Copy it for yourself and give the original to the ELAP coordinator. Note: The ELAP Coordinator must sign your Fieldwork Log and Assessment of Candidate Competence at the end of each fieldwork quarter.
- Complete evaluations for your supervisor and provide feedback during final conference.

CalAPA – ADMINISTRATOR PERFORMANCE ASSESSMENT

About CalAPA:

In September of 2013, the CTC amended requirements for earning a Preliminary Administrative Services Credential to include the passage of a [California Administrator Performance Assessment \(CalAPA\)](#).

The CalAPA is designed around three leadership cycles, which require educational leaders to demonstrate their ability to *investigate*, *plan*, *act*, and *reflect*. Each of the four steps are included in each of the cycles, with candidates providing evidence of their leadership practices during each step. Evidence may include video recordings, artifacts from meetings and events, or written narratives.

Candidates in the Cal Poly SOE ELAP Program will collect evidence and artifacts for CalAPA through their Fieldwork experiences. Candidates should be sure to discuss CalAPA requirements with their Fieldwork Administrator and collect any necessary permissions and media releases in order to submit artifacts.

The CalAPA Leadership Cycles include:



Cycle 1 – Analysis of School Site/District Data To Address Equity Gaps

Cycle 2 – Facilitating Collaborative Professional Learning With A Community of Practice

Cycle 3 – Coaching an Individual teacher to Improve Teaching and Learning

In order to create a coherent and efficient fieldwork experience, the ELAP program is organized around thematic quarters that align to each of the Leadership Cycles. Candidates will find the best alignment between coursework, fieldwork, and CalAPA if they attempt to complete the Leadership Cycles during the following quarters:

Quarter 1 Organizational Leadership	Quarter 2 Instructional Leadership	Quarter 3 Managerial Leadership
Related Coursework: <ul style="list-style-type: none"> 512 – Organizational Theory 513 – Leadership and Decision Making 	Related Coursework: <ul style="list-style-type: none"> 515 – Curriculum and Program Evaluation 516 – Personnel Supervision and Evaluation 	Related Coursework: <ul style="list-style-type: none"> 510 – Finance and Resource Allocation 511 – Law & Governance 542 – Special Programs
Recommended CalAPA Leadership Cycle: <ul style="list-style-type: none"> Leadership Cycle 2 – Facilitating Collaborative Professional Learning With A Community of Practice 	Recommended CalAPA Leadership Cycle: <ul style="list-style-type: none"> Begin Leadership Cycle 1 – Analysis of School Site/District Data to Address Equity Gaps Begin Leadership Cycle 3 – Coaching an Individual Teacher to Improve Teaching and Learning 	Recommended CalAPA Leadership Cycle: <ul style="list-style-type: none"> Finish Leadership Cycles 1 & 3 in time for CalAPA deadline

FIELDWORK ACTIVITIES AND ASSIGNMENTS

The fieldwork experience is divided into three thematic quarters:

- **Q1:** Organizational Leadership (CAPE 1C, 5A, 5B, 5C)
- **Q2:** Instructional Leadership (CAPE 1A, 2A, 2B, 2C, 2D)
- **Q3:** Managerial Leadership (CAPE 3A, 3B, 3C, 3D, 6A)
- **Q1-3:** Community Leadership (CAPE 1B, 4A, 4B, 6B)

In order to participate in the full range of administrative responsibilities, candidates are expected to engage in the following recommended activities over the course of the yearlong fieldwork experience. During each quarter, candidates should plan to complete administrative activities that reflect the aligned CAPEs. Each quarter, candidates must:

- Maintain a log of hours using the model in this packet or a log form that you develop.
- Complete a reflection on each aligned CAPE that you worked on during the quarter. How did each help you as a potential administrator? How did the work increase your knowledge of the CAPE?
- Complete a quarterly reflection on leadership, discussing the work from the quarter. How are your philosophy and platform on curriculum, instruction and assessment changing?
- During the final two or three weeks of the quarter, meet with your site supervisor to present and discuss your fieldwork artifacts. Ask your site supervisor to sign the Fieldwork Log and Assessment of Candidate Competence. Copy it for yourself and give the original to the ELAP coordinator.
Note: The ELAP Coordinator must sign your Fieldwork Log and Assessment of Candidate Competence at the end of each fieldwork quarter.

ORGANIZATIONAL LEADERSHIP	
CAPE	INDICATORS
1C: Implementing the Vision New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, new administrators learn how to:	1 Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.
	2 Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students.
	3 Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school's vision.
	4 Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.
	5 Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.
5A: Reflective Practice New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, new administrators learn how to:	1 Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.
	2 Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals.
	3 Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
	4 Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.
5B: Ethical Decision-Making New administrators recognize and use their professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, new administrators learn how to:	1 Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers.
	2 Guide staff in examining issues that may affect accomplishment of the school's vision, mission, and goals, including issues that may be related to race, diversity, and access.
	3 Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.
5C: Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school	1 Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
	2 Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.

Commented [VM1]: 1C, 5A, 5B, 5C I/P/A - Throughout fieldwork, students are introduced, practiced, and assessed on the Fieldwork Log and Assessment of Candidate Competence, which includes all the CAPEs and Indicators divided over three thematic quarters. Candidates may be preliminarily introduced / assessed on a CAPE during the first quarter of Clinical Practice, but have opportunities to continue to practice, refine, and be re-assessed throughout the year.

During Quarter 1, Organizational Leadership is emphasized. The list of recommended activities are designed to meet CAPEs 1C, 5A, 5B, 5C

community. During preliminary preparation, new administrators learn how to:	3	Use personal and professional ethics as a foundation for communicating the rationale for their actions.
RECOMMENDED ACTIVITIES:		
<ul style="list-style-type: none"> Study the CAASPP data for your site and identify some focus areas and subgroups needing improvement. Create a staff-wide program/Learning Community to target the area of focus. Explain how you would implement the program, including coordination between departments/grade levels. How will you monitor the effectiveness of the program? After creating an improvement program/Learning Community, prepare a presentation for a staff meeting or development day. If this is not possible, present to your site principal or leadership team. Speak to your site principal and inquire about working with the Student Site Council (SSC) to assist/observe in the creation of the Single School Plan. If the plan has already been written, you could interview your SSC, and principal to learn about the process of creating a vision, setting goals, and allocating resources. Interview the Director of Personnel in your district. Interview 2-3 site principals at varying grade levels and ask questions about organizational leadership, vision, decision making, and ethics. Research how technology is used at your site to improve/enhance instruction. Ascertain the needs of your site and formulate a plan that includes resource allocation to improve technology use. Present your findings to your site principal and/or leadership team. Research a student behavior management system and prepare a short presentation for your site principal and/or leadership team on your findings. Attend a School Site Council Meeting and/or leadership team meeting to observe the processes for collective decision making, solving problems, and allocating resources. If your school is eligible for the CA Gold Ribbon Schools application, consult with your site administrator to participate in the application process. 		
ADDITIONALLY:		
<ul style="list-style-type: none"> Participate in faculty meetings, grade level or subject meetings, curriculum committee meetings, school leadership council, orientation of new teachers, and family or community outreach. 		

INSTRUCTIONAL LEADERSHIP		
CAPE	INDICATOR	
1A: Developing a Student-Centered Vision of Teaching and Learning New administrators shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, new administrators learn how to:	1	Develop a student-centered vision of teaching and learning based on the understanding that the school's purpose is to increase student learning and well-being.
	2	Analyze available student and school data from multiple sources to develop a site-specific vision and mission.
	3	Analyze political, social, economic, and cultural contexts to inform the school's vision and mission.
	4	Analyze and align the school's vision and mission to the district's goals.
	5	Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
	6	Communicate the school's vision of teaching and learning clearly to staff and stakeholders.
2A: Personal and Professional Learning New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. During preliminary preparation, new administrators learn how to:	1	Use state-adopted professional learning standards and the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.
	2	Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning.
	3	Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning.
	4	Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.
2B: Promoting Effective Curriculum, Instruction, and Assessment New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, new administrators learn how to:	1	Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals.
	2	Establish and maintain high learning expectations for all students.
	3	Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.
	4	Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
	5	Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.
2C: Supporting Teachers to Improve Practice New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, new administrators learn how to:	1	Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
	2	Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change.
	3	Access state-adopted professional learning standards and the CSTP and use them with staff and the community as a foundation to guide professional learning.
	4	Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.
2D: Feedback on Instruction New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance	1	Use knowledge of TK–12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional

Commented [VM2]: 1A, 2A, 2B, 2C, 2D I/P/A - Throughout fieldwork, students are introduced, practiced, and assessed on the Fieldwork Log and Assessment of Candidate Competence, which includes all the CAPEs and Indicators divided over three thematic quarters. Candidates may be preliminarily introduced/assessed on a CAPE during the first quarter of Clinical Practice, but have opportunities to continue to practice, refine, and be re-assessed throughout the year.

During Quarter 2, Instructional Leadership is emphasized. The list of recommended activities are designed to meet CAPEs 1A, 2A, 2B, 2C, 2D

expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers. During preliminary preparation, new administrators learn how to:		practices and foster positive learning environments.
	2	Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
	3	Provide timely, constructive suggestions about instructional strategies, available resources, and technologies to refine lessons and enhance instruction that supports student learning, safety, and well-being.
RECOMMENDED ACTIVITIES:		
<ul style="list-style-type: none"> Analyze SBAC data to determine an area needing intervention or improvement. Based on SBAC data, help develop common assessments within a department and/or grade level. Interview the Director of the Curriculum in your district, develop a list of questions based on the Instructional Leadership CAPEs and indicators. If your site is using PLCs (Professional Learning Communities) or Action Research Projects, meet with your principal/leadership team for suggestions for you to become involved. Interview an administrator for is responsible for safety and behavioral management programs at the school. Organize and plan a “mock” professional development day for staff and present it to your site principal or fieldwork supervisor. 		
ADDITIONALLY:		
<ul style="list-style-type: none"> Participate in clubs, campus programs, tours and trips, athletics, professional development, and other activities related to the instructional and co-curricular learning efforts at the school. 		

MANAGERIAL LEADERSHIP		
CAPE	INDICATOR	
3A: Operations and Resource Management New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, new administrators learn how to:	1	Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.
	2	Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to earning opportunities and resources and positive outcomes for all students.
	3	Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
	4	Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.
3B: Managing Organizational Systems and Human Resources New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, new administrators learn how to:	1	Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-re-election, and dismissing staff.
	2	Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.
	3	Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
	4	Use a systems thinking perspective to: a) set priorities and manage organizational complexity; b) develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and c) engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.
3C: School Climate New administrators know the school's budget and how the budget supports student and site needs. During preliminary preparation, new administrators learn how to:	1	Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.
	2	Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
	3	Consistently monitor, review, and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.
3D: Managing the School Budget New administrators know the school's budget and how the budget supports student and site needs. During preliminary preparation, new administrators learn how to:	1	Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local/district allocations.
	2	Assess student and site needs and use this understanding as a base to support financial decision making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.
	3	Use various technologies related to financial management and business procedures.
	4	Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures.
6A: Understanding and Communicating Policy New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, new administrators learn how to:	1	Situate their school within larger district, state, and federal contexts that include not only political factors, but also social, economic, legal, and cultural factors.
	2	Understand and analyze governance and policy systems and use this understanding to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.
	3	Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.
	4	Operate within legal parameters at all levels of the education system.
RECOMMENDED ACTIVITIES:		
<ul style="list-style-type: none"> Attend a school site council meeting. 		

Commented [VM3]: 3A, 3B, 3C, 6A I/P/A - Throughout fieldwork, students are introduced, practiced, and assessed on the Fieldwork Log and Assessment of Candidate Competence, which includes all the CAPEs and Indicators divided over three thematic quarters. Candidates may be preliminarily introduced /assessed on a CAPE during the first quarter of Clinical Practice, but have opportunities to continue to practice, refine, and be re-assessed throughout the year.

During Quarter 3, Managerial Leadership is emphasized. The list of recommended activities are designed to meet CAPEs 3A, 3B, 3C, 3D, 6A

- Interview administrators in the district who facilitate Title I, Title III, English Language Development, and Special Education. Formulate questions around managing budget, operations, human resources, and policy implications.
- Interview a school board member. Formulate questions around managing budget, operations, human resources, and policy implications.
- Interview the superintendent. Formulate questions around managing budget, operations, human resources, and policy implications.
- Interview the Chief Business Officer. Formulate questions around managing budget, operations, human resources, and policy implications.
- Interview a Human Resources professional. Formulate questions around human resources, evaluations, hiring and retention, and feedback policies.
- Attend a school board meeting.
- Meet with your site principal and accounting clerk to determine how resources are allocated at your site.
- Attend a leadership or department chair meeting at your site.
- Shadow your site administrator for a day to observe discipline procedures and disposition of Ed. Code.
- Participate in research and reporting to the staff about budget operations, human resources, or new policies.

ADDITIONALLY:

- Help develop, coordinate, or work with programs and resources that involve the community, such as welfare agencies, bilingual education, work experience, cultural resources, etc.

COMMUNITY LEADERSHIP	
CAPE	INDICATOR
1B: Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system. During preliminary preparation, new administrators learn how to:	1 Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders. 2 Use effective strategies for communicating with all stakeholders about the shared vision and goals. 3 Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals.
4A: Parent and Family Engagement New administrators provide opportunities for family involvement in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, new administrators learn how to:	1 Engage family and community members in accomplishing the school's vision of equitable access to opportunities and continuous improvement. 2 Create and promote a welcoming environment for family and community participation. 3 Recognize and respect family goals and aspirations for students. 4 Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.
4B: Community Involvement New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, new administrators learn how to:	1 Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers. 2 Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions. 3 Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school. 4 Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.
6B: Representing and Promoting the School New administrators understand that they are the spokesperson for the school's accomplishments and needs. During preliminary preparation, new administrators learn how to:	1 Improve their public speaking, writing, electronic communication, presentation, and advocacy skills. 2 Provide the public with a clear picture of what the school's mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being. 3 Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.
RECOMMENDED ACTIVITIES: <ul style="list-style-type: none"> • Meet with the administrator who facilitates the English Language Advisory Council (ELAC). • Attend an ELAC meeting and/or a DELAC (District ELAC) • Research and evaluate how your school/district communicates with non-English speaking parents. • Research how large multicultural districts communicate with diverse stakeholders. • Attend a school site council meeting and note representation from parents/community. 	
ADDITIONALLY: <ul style="list-style-type: none"> • Conduct or coordinate events that involve parents, community programs, PTA, health and recreation programs, neighborhood programs, county programs, and etc. 	

Commented [VM4]: 1B, 4A, 4B, 6B I/P/A - Throughout fieldwork, students are introduced, practiced, and assessed on the Fieldwork Log and Assessment of Candidate Competence, which includes all the CAPEs and Indicators divided over three thematic quarters. Candidates may be preliminarily introduced / assessed on a CAPE during the first quarter of Clinical Practice, but have opportunities to continue to practice, refine, and be re-assessed throughout the year.

Community Leadership is gradually developed throughout the year and is evaluated in the final quarter. The list of recommended activities are designed to meet CAPEs 1B, 4A, 4B, 6B

THE SCHOOL OF EDUCATION	
VISION	MISSION
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.	<p>The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.</p> <p>School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.</p>

SOE LEARNING THEMES

Informed – Advancing Disciplinary Knowledge

InformED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.

Empowered – Responding To Diverse Learning Needs

EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.

Engaged – Building Cultural Responsiveness

EngagED educators are culturally responsiveness, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, social justice, and cultural sustainability.

Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities

ConnectED educators build partnerships across communities and draw upon knowledge from other disciplines. ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.

Grounded – Demonstrating Professionalism

GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.

Transformed – Encouraging Continuous Growth & Reflection

TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection

SOE DISPOSITIONS

Professionalism

- 1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
- 1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

- 2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
- 2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

- 3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.
- 3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

STATEMENT ON DIVERSITY

The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.