

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO**

FIELDWORK HANDBOOK



CAL POLY

**SCHOOL *of* EDUCATION
COLLEGE OF SCIENCE AND MATHEMATICS**

M.A. Educational
Leadership & Administration

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CLINICAL PRACTICE WELCOME

California Polytechnic State University
San Luis Obispo
College of Science and Mathematics
School of Education
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Dear ELAP Students:

Welcome to the administrative fieldwork component of the Educational Leadership and Administration Program (ELAP). As you know, practical application of classroom and career knowledge is a key principle of our program. Consequently, during fall, winter, and spring quarters, you will register in EDUC 518 and complete a series of fieldwork activities under the supervision of a university and/or site supervisor. These activities, aligned with the Standards of Quality and Effectiveness for Administrative Services Credentials (based on the CAPE) of the California Commission on Teacher Credentialing, will help you develop beginning-level competency in each of the following areas:

- Develop, coordinate, and assess instructional programs
- Evaluate certificated and classified personnel
- Provide students' discipline
- Provide certificated and classified employees discipline
- Supervise certificated and classified personnel
- Manage school site, district, or county level fiscal services
- Recruit, employ, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support services

To assist in this endeavor, Mrs. Susan Salucci is the Director of Fieldwork for the ELAP. In her role, Mrs. Salucci will be responsible to work with your supervisor to ensure you receive the same materials, have approximately the same supervision schedules, and are assessed using the same objective and subjective measures as all other fieldwork students in our program. Think of Mrs. Salucci as our "supervisor of fieldwork supervisors" rather than a person with whom you will interact. Instead, she will meet with your fieldwork supervisor quarterly to distribute materials and plan fieldwork activities.

Thank you in advance for giving Mrs. Salucci your full support and cooperation. We look forward to making your fieldwork experiences meaningful and rewarding.

Sincerely,
Andrea Somoza-Norton, Ed.D.
Coordinator, Educational Leadership and Administration Program
(805)756-5373
asomozan@calpoly.edu

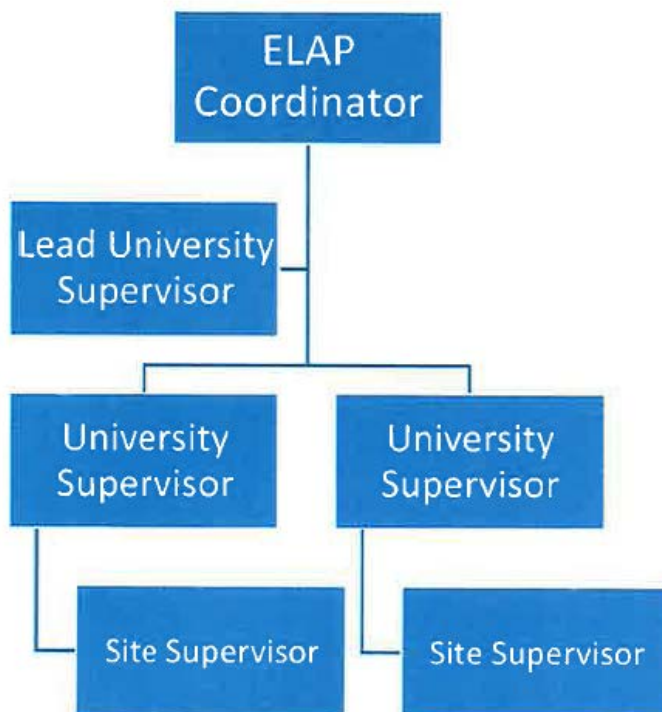
EDUCATIONAL LEADERSHIP CLINICAL PRACTICE NARRATIVE

ELAP students who enroll in the California Preliminary Administrative Services Credential Program or the Administrative Internship Program are required to participate in significant field experiences in K-12 settings that are designed to bring theory to practice. The program is approved to offer the California Administrative Internship Program (AIP) leading to the California Preliminary Administrative Services Credential for qualified candidates and sponsoring districts. The experiences address major standards authorized by the California Preliminary Administrative Services Credential (PASC) 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.

The PASC curriculum is divided into four standards-based, thematically-aligned academic quarters to provide integrated learning experiences for candidates: Organizational Leadership, Instructional Leadership, Managerial Leadership, and Community Leadership. Each quarter (fall, winter, spring) students will perform and log administrative work on the school site in a specific domain (organizational leadership, instructional leadership, managerial leadership) for a minimum of thirty hours (30) per quarter. Throughout all three quarters, students will continuously work on the community leadership domain and log a minimum of thirty hours (30). The minimum number of hours for EDUC 518 is one hundred twenty hours (120).

Candidates are required to prepare a minimum of one artifact that demonstrates mastery of each standard for the California Preliminary Administrative Services Credential (PASC) as specified by the California Commission on Teacher Credentialing. They must also prepare a reflection paper indicating how the artifact/experience has improved their ability to apply theory to practice. These artifacts and papers are included in candidates' electronic portfolios. The Candidate Assessment Rubric will be used for both formative and summative assessment of the candidate's mastery of the competency standards. At the conclusion of the program, the candidate will present his/her Personal E-Portfolio as the Culminating Activity.

CLINICAL PRACTICE ROLES & RESPONSIBILITIES



ELAP COORDINATOR: Oversees entire Educational Leadership and Administration Program including Administrative Credential Fieldwork (EDUC 518.) Assigns students to supervisors.

LEAD UNIVERSITY SUPERVISOR: Coordinates and assists the ELAP Coordinator in assigning students and scheduling meeting times for University Supervisors and their respective candidates. Works with candidates regarding all domains of fieldwork, including approving Fieldwork Action Plan at the beginning of each quarter and assessing all work submitted for thoroughness and accuracy in meeting CCTC specifications. Assists ELAP Coordinator in updates to the fieldwork manuals. Communicates with both University and Site Supervisors regarding tasks required of ELAP candidates and deadlines.

UNIVERSITY SUPERVISOR: Works with candidates regarding all domains of fieldwork including approving Fieldwork Action Plan at the beginning of each quarter and assessing all work submitted for thoroughness and accuracy in meeting CCTC specifications.

SITE SUPERVISOR: Facilitates and assists candidate on the school site in completing administrative fieldwork. Facilitates and provides administrative site projects/tasks for candidate to complete in order to meet specifications of each domain.

DISPOSITIONS & PROFESSIONALISM IN THE FIELD

Clinical practice provides the richest opportunities for learning to teach. Maintaining an open line of communication between the Credential Candidate, Site Supervisor, Clinical Practice University Supervisor, and SOE instructors is necessary to fully realize these opportunities. If the Credential Candidate is unsure about a situation, s/he should talk openly with his/her support team. If the situation is "complicated," the SOE Clinical Practice Coordinator, Program Coordinator, or SOE Director can be involved as well (*see Student Grievance Process in the Student Handbook*).

PRIVACY & CONFIDENTIALITY: Part of being professional stems from the ability to be conscientious and sensitive in dealings with students, school staff, cooperating teachers, parents, and Cal Poly faculty and staff. Candidates should not disclose confidential or personal information about students, the University Supervisor, Site Supervisor, or other education professionals to others outside of those who "need to know."

Credential Candidates must follow federal FERPA guidelines for protecting the identities of students, including student likenesses in photographs or videos (such as those obtained for CalAPA submission). Credential Candidates should inquire and verify if the school site has video/image release forms on file for every student in the classroom and should use a Cal Poly approved media release to obtain permissions if needed. Videos and photos of minor students should only be used for educational purposes and should never be posted to a personal social media page.

PROFESSIONALISM: The success of a Credential Candidate often depends on attitude and professionalism more than any other factors. The students and staff will look to Credential Candidates as a model and take cues from their language, action, and dress. It is also important to remember these "keys to success":

- There are many ways to lead, so keep an open mind, and will learn much.
- Try to understand people for who they are and what they are trying to do.
- Try to generate energy and vitality in the people around you with your enthusiasm.
- From the beginning, try to be the "leader" you've always wanted to be.
- Smile often – it can change the day and open doors.
- Make the most of every experience; each one is a chance to learn and ask questions.
- Show concern in everything you do.
- Be someone who can be counted on.

Also remember that being negative, grouchy, and angry may generate the same in the children and adults in the learning environment. When things seem bad, complaining tends to make them sound worse. With the right attitude and support, most challenging situations can be improved.

FALL QUARTER FIELDWORK HANDBOOK

FALL FIELDWORK CHECKLIST

- Prepare a fieldwork action plan within the first two weeks of the quarter and submit to university supervisor and site supervisor.
- Complete the Organizational Leadership time log (minimum of 30 hours).
- Complete a written reflection of the Organizational Leadership domain (3-4 pages).
- Present one (1) artifact for each section of the domain (Organizational and Systems Leadership and Visionary Leadership).
- Submit action plan, time log, reflection, and artifacts into electronic portfolio

FIELDWORK ACTION PLAN

- Use the form provided to plan the activities you will accomplish to meet the Organizational Leadership domain and sections (this should be completed and discussed with your Cal Poly fieldwork supervisor by mid-term).
- It is helpful to write a goal for each section of the Organizational Leadership domain. Read the sections and indicators addressed and decide on a broad goal that will best meet these items.
- You can revise/add/delete as you go along, but have a preliminary plan in place
- It is prudent to set some timelines for finishing each activity. The end of the term will be stressful, so plan to complete your fieldwork hours as soon as possible.
- A typed copy of your fieldwork action plan should be part of your final write-up.

TIME LOGS

- Use the time log form provided to record the hours you spend on fieldwork
- The forms will also be posted on PolyLearn for your final write-up
- Record a brief description of the activity, date, time (hours), and the indicators (indicate letter/number) fulfilled by the activity. All indicators should be included.
- At the end of the quarter, provide a final total of hours at the end of the log
- Your time log should be reviewed by your Site and University Supervisor for the Competence Assessment at the end of the quarter
- You must have a minimum of 30 hours logged for the Organizational Leadership domain. Some indicators will have more hours than others. Make sure you have time logged in each indicator.

REFLECTIONS AND ARTIFACTS

- After completing all the activities/objectives for the Organizational Leadership domain, a reflection needs to be written for the domain.
- The reflection should include:
 - How you applied the domain, sections, and standards addressed (this is a good place to include references to course readings that applied to the standards).
 - How the domain, sections, and standards helped you as a novice administrator
 - How your knowledge has been increased in the domain, its sections and standards addressed
- The reflection is personal and can be written in 1st person if desired
- Artifacts should be collected throughout the term.
- Select one artifact per section to submit with the final Organizational Leadership fieldwork reflection (make sure it can be electronically transported into the e-portfolio).

Domain	ORGANIZATIONAL LEADERSHIP (FALL)	
Sections	I. Organizational & Systems Leadership	II. Visionary Leadership
	Candidate understands, aligns, effectively manages, and integrates all the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals. <i>Indicators:</i>	Candidate is able to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. <i>Indicators:</i>
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 community. During preliminary preparation, new administrators learn how to:	1	Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
	2	Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.
	3	Use personal and professional ethics as a foundation for communicating the rationale for their actions.
ACTIVITY SUGGESTIONS: <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 administration 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. 		

ADDITIONAL RECOMMENDED ACTIVITIES – FALL

Additional Recommended Activities FALL QUARTER	
<ol style="list-style-type: none"> Working closely with your site supervisor, breakdown scores and by students' race, gender, and socioeconomic group to look for trends and identify strengths and weaknesses. Make plans to identify areas that need improvement and present a plan to the faculty. Plan staff development concentrating on the concept of vision and on brainstorming activities regarding the development, articulation implementation and evaluation of your school site's own vision. Plan or observe off campus retreats or meetings on teambuilding and building a shared vision. Listen to a guest speaker for the faculty on the subject of vision and participate in organized discussions, analysis, and application planning after the lecture. Observe other campuses undergoing preparation of a school vision or to observe the successful implementation of a vision. As part of the WASC accreditation process. Lead or assist in the development of the school's vision with agreement and input from all stakeholders. Facilitate or participate in discussion and analysis of ways to address, appreciate, and respond to cultural differences in the school environment. Assist in providing training on site based decision-making, consensus building, and conflict resolution skills for the school family. Participate in planning and/or conducting: <ol style="list-style-type: none"> Faculty meetings Grade level or subject level meetings Curriculum committee meetings School Leadership Council Participate in the orientation of new teachers, substitutes and school vision and goals. Develop training for the learning community on organizational health and development, budget planning, and alignment of resources with campus goals 	<ol style="list-style-type: none"> Review the school's current Student Handbook and/or Faculty Handbook and make a recommendation for its improvement. Assist in preparation of work orders for maintenance and operations. Conduct an inspection of the classrooms and campus with the Plant Manager. Work with the staff on improving problems of: <ol style="list-style-type: none"> Parking Pupil Traffic Vandalism Property Destruction Assist with the organization and distribution of supplies. Organize and administer the school schedule for the use of audio-visual and technology equipment and materials. Interview a school cafeteria manager to become familiar with the administrative and financial operation of the cafeteria Review the student body account and finance plan for the school. Observe or participate in collective bargaining/negotiation activities and become informed about relevant legal issues. Observe or participate in personnel selection. Work on discipline cases with a site administrator or Dean. Participate in a parent conference with an administrator. Work with tardy, truancy and excessive student absence cases. Review and evaluate budgets for existing programs of differential pay (coaching, student activities, music, etc.)

<p>12. Coordinate campus needs assessments to align with campus goals and priorities.</p> <p>13. Help facilitate the development of a campus crisis intervention plan.</p> <p>14. Participate in the planning of a school forum with diverse community agencies and representatives to discuss collaborative partnerships</p> <p>15. Serve as a coordinator, academic coaches, advisor or other quasi- administrative role</p> <p>16. Assist in the keeping of the Master Calendar for the school.</p> <p>17. Assist in planning for the school's observance of various special mandated by law, e.g. Martin Luther King Day.</p> <p>18. Prepare the following:</p> <ul style="list-style-type: none"> a. Facility bulletin b. Notice to parents c. Faculty meeting agenda <p>19. Participate in the review of attendance records.</p> <p>20. Take responsibility for completing an Accident Report.</p> <p>21. Prepare the book inventory and requisition for state adopted texts.</p> <p>22. Prepare a supply request to the district office.</p> <p>23. Review certificated and classified time sheets.</p> <p>24. Prepare the necessary forms, papers, etc. for the transfer of a student to another school</p> <p>25. Secure the services of a home teacher.</p> <p>26. Assist in the planning for culminating exercises and graduation.</p> <p>27. Prepare an estimated enrollment report.</p> <p>28. Participate in the assignment of students in classes for the next school year.</p> <p>29. Assist in student registration.</p>	<p>44. Work with the school's student information and budget reporting systems.</p> <p>45. Research the organizational structure of your school district.</p> <p>46. Attend a school board meeting.</p> <p>47. Review school district policies related to personnel and administration.</p> <p>48. Participate in school data team meetings.</p> <p>49. Participate in the implementation of school-wide interventions initiative.</p> <p>50. Research and participate local, state, and national school administration associations' listserv, forums, and networks.</p> <p>51. Observe a fire and/or health department's school inspection.</p> <p>52. Participate in the assignment of students to summer school classes.</p> <p>53. Participate in the presentation of district-mandated bulletins (child abuse, earthquake, hate crimes, etc.)</p> <p>54. Participate in the evaluation of new teachers, substitutes and school aides.</p> <p>55. Work with teachers in the problems of classroom discipline.</p> <p>56. Coordinate the activities for the opening and closing of school.</p> <p>57. Assist in the administration of a school health survey.</p> <p>58. Assist and set-up a school immunization programs for staff and students.</p> <p>59. Organize a blood drive for students and staff.</p>
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Fall Fieldwork Action Plan Form

Name: _____

Site Supervisor: _____ University Supervisor: _____

Organizational Leadership: I. Organizational and Systems Leadership

Goal: _____

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1.	
2.	
3.	
4.	

Organizational Leadership: II. Visionary Leadership

Goal: _____

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1.	
2.	
3.	
4.	

Time Log
Fall Quarter
Domain: Organizational Leadership

Date	Time	Indicators	Activity

Total Amount of Hours Completed: _____

Fall Fieldwork Action Plan Form

Name: Jane Doe

Site Supervisor: Mr. John Smith

University Supervisor: Mrs. Susan Salucci

Organizational Leadership: I. Organizational and Systems Leadership

Goal: Ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning community

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1. Member of a School Site Council	First meeting is 3rd week in October, currently aiding in creation of agenda
2. Member of Leadership Team	First meeting is October 3, focus on improving math scores and cohesiveness
3.	
4.	

Organizational Leadership: II. Visionary Leadership

Goal: Facilitating the development and articulation, implementation, and stewardship of a school or district vision or learning that is shared and supported by the school

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1. Study current CST data and identify focus areas and subgroups needing improvement	Mid October
2. Design a school wide program to focus on targeted area	Mid October
3. Present information to staff about program and targeted area	Mid October
4. Assist and observe the creation of the school plan	September - already completed school plan

Time Log
Fall Quarter
Domain: Organizational Leadership

Date	Time	Indicators	Activity
9/14/15	2	5A.2, 5B.1	Review Student Handbook and participated in Student Support Team Meeting
9/20/15	3	1C.1, 1C.2, 5C.1	Shadowed math teacher to shape program, lesson plans, and instructional strategies for new position
9/25/15	2.5	5A.1	Reviewed student data for all 7 graders & outlined student concerns that may create a barrier to learning
10/02/15	1.5	5B.2, 1C.5	Attended a network meeting
10/05/15	1.5	5B.3, 5C.3	Participated in the Emergency Management Team meeting and practices
10/12/15	2.5	1C.3	Attended School Board meeting (hiring and approving of personnel)
10/15/15	2.5	5A.4, 5C.2	PLC - Reviewed CST Data- using school applicable software
10/18/15	2.5	1C.3, 5C.2	PLC - Grade level discussion regarding planning and assessments
10/20/15	1.5	5B.1	PLC - Discussed student achievement, learning concerns, and schedules
10/22/15	2	5A.4, 5C.1	October's School Site Council Meeting
10/27/15	2.5	1C.4, 5A.3	Junior High teacher's meeting to discuss what student diversity, resources/instructional software available to students, and special programs
10/30/15	2	5A.2	Student Study Team - discuss student concerns and strategies to improve learning for learning center students
11/09/15	2.5	1C.5	Attended IEP meetings for seventh graders at our school site
11/13/15	1.5	5C.2	November's School Site Council Meeting

Total Amount of Hours Completed: 30

****THIS IS A SAMPLE -- LETTERS DO NOT REPRESENT ACTUAL INDICATORS**

Organizational Leadership

I have been an elementary teacher for over seven years and my focus has always been on my own classroom. This school year has started off a bit differently though. Since beginning the Educational Leadership and Administration Program this fall, I have also started teaching a new grade level at a new campus. While this opportunity has come with many challenges, it has provided me a fresh look at a new classroom within a new school site. I have started the process of broadening my view beyond my own classroom, and have started looking at things through the eyes of administration.

My goal for Organizational Leadership was to facilitate the development, articulation, and implementation of Atascadero Fine Arts Academy's vision of learning that is shared and supported by the school. In order to achieve this goal, I spent a lot of my fieldwork hours in Professional Learning Communities, School Site Council meetings, and collaborating with fellow colleagues throughout the school district. In this process, I learned a lot about our school district; specifically the relationship and responsibilities of teachers and administrators share in accomplishing these visions of learning.

Our school district started implementing Planned Learning Communities (PLC meetings) a few years ago. As a teacher, this shift gave our grade level meetings a focus on student learning and achievement. At our school site, teachers are given a lot of flexibility during this time to meet with a variety of teachers on campus. Our school site principal provided us with the following four essential questions to help focus our PLC time:

What is it we want our students to learn?
How will we know if each student has learned it?
How will we respond when some students do not learn it?
How can we extend and enrich the learning for students who demonstrated proficiency?

There is time dedicated for PLC meetings each Friday afternoon. I spent the majority of my time meeting with the other seventh grade teacher discussing school data, district benchmarks, and student achievement in our classes. We also spent a lot of time discussing specific student needs; both academic and behavioral concerns that can affect student learning. Looking at PLC times through the eyes of an administrator, I think it helps provide a positive focus on student learning as compared to a traditional grade level meeting.

In an effort to learn more about my new school, I also became a teacher representative on our School Site Council. It is a small group that meets once a month to discuss a wide range of topics that center around the school's mission of challenging each student to reach his or her potential artistically and academically in an environment that nurtures cooperation, while developing individuality, and creativity.

The group consists of our school site principal, parent volunteers, and other teacher representatives. We spent the first part of the year reviewing the school site plan, current school goals, budget concerns, and a parent survey that was issued last spring. It has been a valuable way to learn more about the core values of my campus and has helped me to build relationships with other key players who implement our shared vision.

Since this is my first year at the Fine Arts Academy, I also spent some of my fieldwork hours meeting with colleagues who teach the same grade level and/or curriculum. I came into this position because the initial teacher needed to take medical leave for the remainder of the school year. I spent two days shadowing her every move; asking a variety of questions about long term plans, instructional strategies, and academic and behavioral student concerns. She had a vision of student learning that I wanted to continue for the remainder of the year, so this time was essential for us both. Since becoming the full time teacher in this position, I have attended a variety of Student Study Teams (SST) and Individual Educational Plan (IEP) meetings for our students. These meetings were crucial to student learning and helped me better understand the resources that are available within our district.

In conclusion, I learned a lot about my new position and campus by documenting these fieldwork hours for Organizational Leadership. I became part of meetings and discussions that provided insight to our school and district vision of student learning. In addition, I broadened my view; which a few months ago was certainly classroom centered, and is now widening into a broader school-wide view as a future school site administrator.

WINTER QUARTER FIELDWORK HANDBOOK

WINTER FIELDWORK CHECKLIST

- Prepare a fieldwork action plan within the first two weeks of the quarter and submit to university supervisor and site supervisor.
- Complete the Instructional Leadership time log (minimum of 30 hours).
- Complete a written reflection of the Instructional Leadership domain (3-4 pages).
- Present one (1) artifact for each section of the domain (Instructional Leadership, Professional Learning and Growth Leadership and Visionary Leadership).
- Submit action plan, time log, reflection, and artifacts into electronic portfolio

FIELDWORK ACTION PLAN

- Use the form provided to plan the activities you will accomplish to meet the Instructional Leadership domain and sections (this should be completed and discussed with your Cal Poly fieldwork supervisor by mid-term).
- It is helpful to write a goal for each section of the Instructional Leadership domain. Read the sections and indicators addressed and decide on a broad goal that will best meet these items.
- You can revise/add/delete as you go along, but have a preliminary plan in place
- It is prudent to set some timelines for finishing each activity. The end of the term will be stressful, so plan to complete your fieldwork hours as soon as possible.
- A typed copy of your fieldwork action plan should be part of your final write-up.

TIME LOGS

- Use the time log form provided to record the hours you spend on fieldwork
- The forms will also be posted on PolyLearn for your final write-up
- Record a brief description of the activity, date, time (hours), and the indicators (indicate letter/number) fulfilled by the activity. All indicators should be included.
- At the end of the quarter, provide a final total of hours at the end of the log
- Your time log should be reviewed by your Site and University Supervisor for the Competence Assessment at the end of the quarter
- You must have a minimum of 30 hours logged for the Instructional Leadership domain. Some indicators will have more hours than others. Make sure you have time logged in each indicator.

REFLECTIONS AND ARTIFACTS

- After completing all the activities/objectives for the Instructional Leadership domain, a reflection needs to be written for the domain.
- The reflection should include:
 - How you applied the domain, sections, and standards addressed (this is a good place to include references to course readings that applied to the standards).
 - How the domain, sections, and standards helped you as a novice administrator
 - How your knowledge has been increased in the domain, its sections and standards addressed
- The reflection is personal and can be written in 1st person if desired
- Artifacts should be collected throughout the term.
- Select one artifact per section to submit with the final Instructional Leadership fieldwork reflection (make sure it can be electronically transported into the e-portfolio).

Domain	INSTRUCTIONAL LEADERSHIP (WINTER)		
Sections	I. Instructional Leadership	II. Professional Learning and Growth Leadership	III. Visionary Leadership
	<p>Candidate has knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and is able to assess classroom instruction and provide focused, constructive feedback to teachers.</p> <p><i>Indicators:</i></p>	<p>Candidate is able to model professional growth, framed around principles of adult learning, and identify and facilitate focused developmentally appropriate professional growth opportunities to build individual and collective capacity.</p> <p><i>Indicators:</i></p>	<p>Candidate is able to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision.</p> <p><i>Indicators:</i></p>
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 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	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.	

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:	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 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:	1	Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.
	2	Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
	3	Provide timely, constructive suggestions about instructional strategies, available resources, and technologies to refine lessons and enhance instruction that supports student learning, safety, and well-being.
ACTIVITY SUGGESTIONS: <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. 		

ADDITIONAL RECOMMENDED ACTIVITIES – WINTER

Additional Recommended Activities WINTER QUARTER	
<ol style="list-style-type: none"> 1. Participate in the development of a professional development needs assessment for the faculty and/or staff. 2. Coordinate the assessment and modification of curricular and instructional programs. 3. Plan, develop and implement staff training in instructional strategies. Topics may include diversity and cultural sensitivity, curriculum and assessment alignment, vertical and horizontal teaming, as well as literacy and subject level approaches to enhance student learning and staff professional growth. 4. Participate in identifying factors at your school/site that relate to faculty and staff morale and help plan follow-up activities to address these problems. 5. Assist in the coordination of the school's co-curricular program: <ol style="list-style-type: none"> a. Clubs b. Campus Programs c. Off Campus Education d. Tours and trips e. Athletics 6. Assist in the organization and administering of the school's standardized testing program. 7. Assist in or conduct a parent conference to explain a student's test results. 8. Observe or participate in the selection process for admission to the GATE program. 9. Maintain a display and provide demonstrations to the faculty in the use of new learning materials, resources and equipment. 10. Work with teachers on problems of grouping such as team teaching, departmentalization, etc. 11. Provide classroom-teaching demonstrations. 	<ol style="list-style-type: none"> 25. Lead discussions at a faculty and staff meeting about the connections between integrity, fairness, and ethics and the necessity of a nurturing, supportive learning environment for students, faculty, and staff. Initiate conflict resolution, diversity, and multi-cultural training that addresses moral issues in working with students, families, and communities. 26. Initiate a program that individually and collectively supports and recognized the good things that are observed through classroom observations rather than focusing on only the negative behavior. 27. Work with counseling staff to collaboratively work with child service specialists to develop a staff program on working with problem students in a positive manner without negative verbal and nonverbal confrontations. 28. Identify and provide training in legal and ethical parameters in the selection and employment of staff and faculty. 29. Identify and provide seminars for staff that explore ethical and legal behavior and facilitates reflective opportunities to grow in integrity and professionalism. 30. Review and assist in revising school discipline plans or codes of conduct. Attend a School Attendance Review Board (SARB) meeting. 31. Assist in planning a character education program for students. 32. Observe a district meeting, seminar, or training for administrators. 33. Work with administrators to purchase books and other resources on ethical and legal issues and make them available to all faculty and staff; facilitate discussion and application groups on their contents. 34. Participate in the preparation and professional development for the collaborative model in special education classes.

<p>12. Assist teachers in establishing plans and procedures for instruction improvement, classroom management techniques and assessment.</p> <p>13. Assist teachers in program evaluation.</p> <p>14. Coordinate the activities in the planning, writing and development of new programs for the curriculum.</p> <p>15. Work with District Personnel in the area of curriculum planning and development.</p> <p>16. Assist in organizing and coordinating tutoring programs and other student intervention programs.</p> <p>17. Assist in the recruitment and coordination of a program of volunteers for the classroom.</p> <p>18. Identify and develop some aspect of the school's curriculum that the faculty agrees needs improvement and present a plan to the faculty.</p> <p>19. Assist in interpreting the curriculum to the community.</p> <p>20. Participate on a school or district technology committee.</p> <p>21. Become familiar with the district or school technology plan.</p> <p>22. Be involved in the Digital High School plan and program.</p> <p>23. Assist in the planning of articulation activities for your school.</p> <p>24. Help plan action research and evaluation projects necessary to ensure student learning.</p>	<p>35. Assume leadership for various responsibilities on the in-service program such as:</p> <ul style="list-style-type: none"> a. Preparation of schedules and calendars. b. Selection of leadership personnel. c. Accounting procedures. d. Building and program arrangements. e. Evaluation procedures. <p>36. Participate actively in the meetings of a professional organization.</p> <p>37. Become an active member of the school's professional committee.</p> <p>38. Attend and report to the professional staff on various meetings of professional organizations.</p> <p>39. Become aware of instructional and administrative technological opportunities.</p> <p>40. Develop a school newsletter from the "Principal" aimed at educating parents and the community about what's happening at your school site.</p> <p>41. Interview Superintendent regarding professional leadership capacity (develop a list of questions based on the indicators for Instructional Leadership).</p> <p>42. Research two to three professional organizations for administrators (ACSA, CASBO, etc).</p> <p>43. Work with your site principal to research a professional development article on ethics in education. Copy and share with the staff (if possible).</p>
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Winter Fieldwork Action Plan Form

Name: _____

Site Supervisor: _____ University Supervisor: _____

Instructional Leadership: I. Instructional Leadership

Goal:

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1.	
2.	
3.	
4.	

Instructional Leadership: II. Professional Learning and Growth Leadership

Goal:

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1.	
2.	
3.	
4.	

Instructional Leadership: III. Visionary Leadership

Goal:

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1.	
2.	
3.	
4.	

Time Log
Winter Quarter
Domain: Instructional Leadership

Date	Time	Indicators	Activity

Total Amount of Hours Completed: _____

Winter Fieldwork Action Plan Form

Name: Jane Doe

Site Supervisor: Dr. John Smith

University Supervisor: Mrs. Susan Salucci

Instructional Leadership: I. Instructional Leadership

Goal: Sustaining school culture and enhancing student learning

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1. Study current SBAC data and identify focus areas and subgroups needing improvement	Mid-quarter
2. Design a school wide program to focus on targeted area	Mid-quarter
3. Present information to staff about program on targeted area	Mid-quarter
4. Assist and observe the creation of the school improvement plan	End of the quarter

Instructional Leadership: II. Professional Learning and Growth Leadership

Goal: Support and improve our staff professional development initiatives

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1. Generate professional development activities for the Understanding by Design Initiative	Mid-quarter
2. Assist with the writing of the school professional development master plan	Mid-quarter
3. Participate in the curriculum, instruction and assessment committee	Mid-quarter
4. Present a Project Based Learning (PBL) activity at one of the faculty meetings	End of the quarter

Instructional Leadership: III. Visionary Leadership

Goal: Incorporate and disseminate the school vision

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1. Support the alignment of the school vision with the professional development master plan	Mid-quarter
2. Assist in integrating the school vision in the professional learning communities	Mid-quarter
3. Inform parents of professional development activities and how they are aligned to the school vision	Mid-quarter
4. Participate in school district leadership professional development planning	End of the quarter

Time Log
Winter Quarter
Domain: Instructional Leadership

Date	Time	Indicators	Activity
1/8/16	2	1A.2, 2B.3, 2D.1	Began planning for the school wide science fair- contacted judges, organized materials, set up agenda for information meeting, made science fair packets and letters
1/15/16	2	1A.1	GATE Family Game Night - Coordinated with District Psychologists Jim Albertson and Mike Shaff
2/3/16	1.5	2A.4, 2C.1	Preparation meeting with United Way representative to kick off Reading Plus Program. Worked with computers in lab to ensure the operation of the program within server
2/11/16	1.5	2D.3, 2C.2, 2C.3, 2B.1	Staff training for the Reading Plus Program in the computer lab. (Find us on www.powerreadinglompoc.com)
2/22/16	1	1A.3, 1A.4, 2A.1	Science Fair Information meeting with students and parents
2/28/16	2.5	2A.2, 2C.4	Collect data from teachers for Buena Vista Math Facts program and compile results for teacher needs survey to report back to staff at next meeting
3/1/16	1.5	1A.5, 2D.2	Made program for science fair
3/10/16	12	1A.6	Science Fair- organized room for projects, facilitated judging and classroom visits, made awards for participants, and had Science Fair Meeting Night with participants, parents, and community
3/20/16	2	2A.3, 2B.2, 2B.3	Compiled data from Reading Plus Program, coordinated school wide rewards for student participants, organized prizes and informational packet for staff
3/30/16	4	2B.4, 2B.5	Presented information and data to staff at meeting. Handed out student rewards. Answered and facilitating questions about Reading Plus Program

Total Amount of Hours Completed: _____

****THIS IS A SAMPLE -- LETTERS DO NOT REPRESENT ACTUAL INDICATORS**

SAMPLE REFLECTION

Doe, Jane

Winter Quarter

Student Learning and Professional Growth

This quarter was a challenging and busy quarter as I helped implement a new computer based reading program at my school site, coordinated a school- wide science fair, and assisted in having our first GATE Family Game Night.

The whole purpose of the GATE Family Game Night was to introduce parents to games that would challenge critical thinking skills in their children and foster the family unit. I had two school psychologists make a 15 minute presentation of games that would stimulate children, increase brain activity and memory skills, and encourage critical thinking skills. After the presentation, families joined together at game tables to play the various games discussed like Farkle, Apples to Apple, Blokus, etc. During the evening, I held raffles to give away some of the games presented that evening. It was a great time to bring families together, and a time to get used to running a parent meeting. As a leader at the school, I prefer to be a participant at meetings but not a facilitator.

In January, in conjunction with United Way, my school site decided to implement a reading literacy program, Reading Plus, which focuses on improving silent reading practices. This program is designed to improve scanning, vocabulary, cloze procedure, and comprehension skills while increasing speed and knowledge of multiple meaning words. We began the program with a staff development training afternoon and have had follow up meetings to demonstrate accountability functions and create a motivation program.

Also in January, I held four kick off science assemblies and conducted a parent information night to facilitate a school-wide science fair. The goal of the science fair was to encourage students to learn and explore their world around them and the scientific method. The science fair, which was held at the end of February, was judged by a local high school teacher and his high achieving science students. There were over 80 projects in this school-wide event.

Fulfilling this standard required me to be the facilitator of several meetings that involved parents and faculty. A couple areas I need to focus on is my articulation of information at meetings with an emphasis on the way I present information. While teaching in front of students does not make me nervous, presenting in front of peers and parents makes me nervous and I begin to talk quickly. I also need to assert myself when I am the facilitator and ensure the staff stays focused on the meeting's agenda.

SPRING QUARTER HANDBOOK

SPRING FIELDWORK CHECKLIST

- Prepare a fieldwork action plan within the first two weeks of the quarter and submit to university supervisor and site supervisor.
- Complete the Managerial Leadership time log (minimum of 30 hours).
- Complete a written reflection of the Organizational Leadership domain (3-4 pages).
- Present one (1) artifact for each section of the domain (School Improvement Leadership, Organizational and Systems Leadership and Visionary Leadership).
- Submit action plan, time log, reflection, and artifacts into electronic portfolio

FIELDWORK ACTION PLAN

- Use the form provided to plan the activities you will accomplish to meet the Managerial Leadership domain and sections (this should be completed and discussed with your Cal Poly fieldwork supervisor by mid-term).
- It is helpful to write a goal for each section of the Managerial Leadership domain. Read the sections and indicators addressed and decide on a broad goal that will best meet these items.
- You can revise/add/delete as you go along, but have a preliminary plan in place
- It is prudent to set some timelines for finishing each activity. The end of the term will be stressful, so plan to complete your fieldwork hours as soon as possible.
- A typed copy of your fieldwork action plan should be part of your final write-up.

TIME LOGS

- Use the time log form provided to record the hours you spend on fieldwork
- The forms will also be posted on PolyLearn for your final write-up
- Record a brief description of the activity, date, time (hours), and the indicators (indicate letter/number) fulfilled by the activity. All indicators should be included.
- At the end of the quarter, provide a final total of hours at the end of the log
- Your time log should be reviewed by your Site and University Supervisor for the Competence Assessment at the end of the quarter
- You must have a minimum of 30 hours logged for the Managerial Leadership domain. Some indicators will have more hours than others. Make sure you have time logged in each indicator.

REFLECTIONS AND ARTIFACTS

- After completing all the activities/objectives for the Managerial Leadership domain, a reflection needs to be written for the domain.
- The reflection should include:
 - How you applied the domain, sections, and standards addressed (this is a good place to include references to course readings that applied to the standards).
 - How the domain, sections, and standards helped you as a novice administrator
 - How your knowledge has been increased in the domain, its sections and standards addressed
- The reflection is personal and can be written in 1st person if desired
- Artifacts should be collected throughout the term.
- Select one artifact per section to submit with the final Managerial Leadership fieldwork reflection (make sure it can be electronically transported into the e-portfolio).

Domain	MANAGERIAL LEADERSHIP (SPRING)		
Sections	I. School Improvement Leadership	II. Organization and System Leadership	III. Visionary Leadership
	<p>Candidate knows how to strategically implement appropriate and effective school improvement theories and strategies. Candidate is able to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes.</p> <p><i>Indicators:</i></p>	<p>Candidate is able to ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p><i>Indicators:</i></p>	<p>Candidate is able to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision.</p> <p><i>Indicators:</i></p>
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 learning opportunities and resources and positive outcomes for all students.	
	3	Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.	
	4	Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.	
3B: Managing Organizational Systems and Human Resources New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, 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: 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	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.	

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:	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.
ACTIVITY SUGGESTIONS: <ul style="list-style-type: none"> • Attend a school site council meeting. • 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: <ul style="list-style-type: none"> • Help develop, coordinate, or work with programs and resources that involve the community, such as welfare agencies, bilingual education, work experience, cultural resources, etc. 		

ADDITIONAL RECOMMENDED ACTIVITIES – SPRING

More Recommended Activities SPRING QUARTER	
<ol style="list-style-type: none"> Facilitate discussion or chair a committee that discusses and analyzes unique organizational structures that could benefit student learning at your school. Such as block scheduling, banked time, collaborative planning time, etc. Observe an advisory team made up of community leaders, social service agency representatives, parents and other stakeholders that meet regularly to discuss current and potential issues that could affect the school learning environment. Identify exemplary schools with similar settings and set up visits to these campuses for staff to study the characteristics of their success. Help plan or conduct training for staff on ways to nurture and assist financially disadvantaged families. Attend and participate in various community meetings and activities on issues that could impact students or families. Assist in hosting a community meeting at the school so participants can visit the campus facilities, create valuable linages, and improve community relationships. Invite elected officials to visit the campus and speak to students and other community stakeholders on the benefits of knowledge-based stewardship and unity of a vision of a growing, thriving learning community, focused on success for all members. Attend a Board of Education Meeting or district committee meeting. Assist in the screening of exceptional children. Assist in planning a categorical budget. Attend a suspension or expulsion meeting. Attend a City Council, Planning Commission or other municipal government meeting. 	<ol style="list-style-type: none"> Work actively with established community agencies; for example, service club, youth agency, or church group. Help develop, coordinate, or work with educational programs that involve the community; for example, work experience, adult education, and bilingual/bicultural education. Work with welfare agencies, police and probation department. Assist in developing or reviewing a community resource directory, including cultural resources. Observe or participate in the identification of special needs students. Research a legal issue using the Board Policy Manual. Research a legal issue using the Education Code. Attend an IEP meeting. Interview the IT coordinator in a school district. Participate in a school district data team meeting. Interview the Human Resources Director to learn about staff recruitment, selection, and induction. Interview a principal to learn about the teacher and staff performance evaluation process. Interview a principal to learn about managing site resources, budget, grants, fundraising activities, etc.

Spring Fieldwork Action Plan Form

Name: _____

Site Supervisor: _____ University Supervisor: _____

Managerial Leadership: I. School Improvement Leadership

Goal:

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1.	
2.	
3.	
4.	

Managerial Leadership: II. Organization and Systems Leadership

Goal:

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1.	
2.	
3.	
4.	

Managerial Leadership: III. Visionary Leadership

Goal:

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1.	
2.	
3.	
4.	

Time Log
Spring Quarter
Domain: Managerial Leadership

Date	Time	Indicators	Activity

Total Amount of Hours Completed: _____

Spring Fieldwork Action Plan Form

Name: Jane Doe

Site Supervisor: Dr. John Smith

University Supervisor: Mrs. Susan Salucci

Managerial Leadership: I. School Improvement Leadership

Goal: Research and understand how representation from SSC impacts school decision-making at the site level. Research how Title I funds are allocated. Review and understand CST scores to plan instruction for Title I Intervention Program

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1. After review of CST and Discovery data, present findings for Title I Reading Intervention to plan for 2015-16 school year	Present data findings and meet with Site Principal by May 31, 2016
2. Review Single School District Plan, specifically pp. 1-42 and 43-48 for San Lucas School	Prepare revision and review with Principal/Superintendent by May 14, 2016
3. ELL/ELD Handbook - make any suggested revisions to pages 15-20. Review ELL budget/program	Prepare revision and review with Superintendent by May 14, 2016
4. Attend meeting between Site Principals/Parents regarding inter-district transfer from neighboring district	Attend meeting April 22, 2016 9:30-10:30

Managerial Leadership: II. Organization and Systems Leadership

Goal: Research and understand Education Code and law by interviewing Superintendent and reviewing policy and budget. Attend board meeting, review Local Education Agency Plan and create current and suggested org. chart for personnel

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1. Attend Board Meeting at Bradley Union School District	4/28/16 Artifact: Board Meeting Agenda
2. Create current and suggested Organizational Chart for personnel at San Lucas School	Complete chart by 5/28/16. Artifact: Organizational Chart
3. Superintendent interview regarding budget, personnel, DELAC, and SSDP	Close interview by 5/28/16. Began discussion/interview with Superintendent
4. School Site Council Review Funding Cuts for 2015-16 School Year	SSC Meeting 4/19/16 (Review of meeting and fiscal outlook for 2010-11 with Superintendent).

Managerial Leadership: III. Visionary Leadership

Goal: Integrate the school vision in managerial activities

<u>Activities/Objectives</u>	<u>Timeline for completion</u>
1. Support the alignment of the school vision with the budget and fundraising activities. Assist in the development of the school budget for 2016-17	Mid-quarter
2. Assist in integrating the school vision in the staff recruitment process. Review procedures and manual to integrate the vision in recruitment efforts	End of the quarter
3. Review the school technology integration plan and assist with budgetary needs/projections	Mid-quarter
4. Participate in ESY (Special Education) summer planning process	End of the quarter

Spring Time Log

Domain: Managerial Leadership

Date	Time	Indicators	Activity
4/5/16	3.0	3B.2, 3C.1, 3C.2	School Site Council Meeting
4/1/16 - 4/21/16	3.0	6A.2, 6A.3	Planning and corresponding with Federal Project Coordinator
4/22/16	6.0	3A.4, 3B.1, 3B.3	Budget review/working with the Principal on the budget for AY 2016-17
4/23/16	2.0	3C.2, 6A.1	Superintendent Interview (includes preparation)
4/30/16	2.0	3A.1	School Board Meetings
5/3/16	2.0	3B.4, 3C.4	School Site Council
5/19/16	2.0	3A.2, 3B.1	Review Technology Plan/Budget
5/20/16	2.0	3A.3, 3C.3	School District Plan (preparation and presentation)
5/25/16	3.0	6A.4	Working on organizational chart
5/26/16	5.0	6A.3	ESY Summer Program Preparation and Management

Total Amount of Hours Completed: _____

THIS IS A SAMPLE - LETTERS DO NOT REPRESENT ACTUAL INDICATORS

SAMPLE REFLECTION

Doe, Jane

Spring Quarter: Managerial Leadership Domain

I appreciate how the Managerial Leadership domain threw me into the arena with key stakeholders of our school district. During these last few months, our campus is beginning to realize how the state budget crisis will affect our school next year. Teachers at my site are quick to throw out their opinions of what is being done (or not being done) over at the district office. I find it ironic that our school site sits directly across the street from the district office; however staff members talk about this building as if thousands of miles away and their opinions have no voice in the decisions that are made. I quickly realized that I would need to conduct interviews of key figures in our district and in order to achieve my goal of promoting the success of our candidates by understanding, responding, and influencing the larger political, social, economic, legal, and cultural aspects of our school district.

I worked on obtaining these interviews with a group of people who are current or former employees of Atascadero Unified School District. We decided to start at the top, and scheduled an interview with John Rogers, the Superintendent of AUSD. We have each worked with Mr. Rogers in different capacities in our district, not only as our Superintendent, but also as a former site principal and director of personnel. He has a warm and inviting personality and made us feel very welcomed throughout the interview. We supplied him with the following questions a few days before the interview:

1. *What are the two most critical things you would have liked to have known before you began a career in administration?*
2. *How would you prioritize the following skills for an emerging educational leader's professional development plan? Shared decision making, Problem solving, Change management, Staff evaluation, Fostering/developing skills in others*
3. *Which is the most difficult to maintain? Ethics /Integrity or Justice/Fairness*
4. *How closely do you feel 'the demonstration of equity' and 'staff morale' is correlated?*
5. *What have been the two most successful motivational strategies you have implemented?*
6. *Could you share at least one strategy that has helped you balance your professional career with your personal life?*
7. *What has been your most valuable professional development experience as an administrator?*

As always, Mr. Rogers was well prepared with his responses and gave examples and shared stories that demonstrated his strong moral compass. He provided us with a deeper understanding of how the district operates, which decisions he can actually make versus the decisions he can hope to influence. He stressed that the first thing he noticed when becoming Superintendent is that people assumed he had a lot more power than he actually does. He said he had a hard time getting use to this idea and has tried to explain to the community that the power is truly in the hands of the School Board and the policies in place with the State of California.

He also stressed that it is often the 'urgent or unimportant dust' that eats up his time. He urged us as future administrators to resist the urgency to answer anyone immediately. He stressed that most decisions are not truly 'urgent' and it's much better to reflect and think through your actions before actually acting on anything. He explained that he tries to communicate in a clear and articulate manner on topics that align with the district goals, rather than making urgent or quick decisions. From start to finish, the interview was packed with invaluable conversation, interesting stories, and priceless advice of a seasoned Superintendent.

We also had the opportunity to meet with AUSD's Chief Business Officer, Jackie Martin. I have listened to Ms. Martin make financial presentations at school sites and during school board meetings, but did not have an opportunity to personally meet with her until this interview. Our questions were as follows:

1. *What training and credentials do you have, and what is required to be a CBO?*
2. *What are the responsibilities of the CBO at AUSD?*
3. *What are the sources of funding that comprise AUSD's budget? We understand restricted and unrestricted funding. Are there percentages of the different types for AUSD? Do you know the exact ADA?*
4. *Describe the current financial status of the district now, and in the 2015-16 school year.*
5. *What are some recommendations for the 2015-16 budget, and how are these recommendations decided?*
6. *What do you consider to be the major challenge you face in your role as CBO?*
7. *If you can change one thing about the way district budgets work, what would it be?*

Just like Mr. Rogers, Ms. Martin's answers were well developed and offered us a tremendous amount of insight to her complex job responsibilities. She stated she often has to 'wear the black hat' around the district during this crazy financial crisis we are facing, so it was great to meet with her in a small group setting to review the district budget, the decisions she must make, and the financial implications that will impact our schools in the years to come.

In order to meet the indicators for the Managerial Leadership, I also went to two school board meetings and attended numerous Independent Educational Plans (IEP) at my school site. The school board meetings were lively with parent input and staff presentations on the implications of the school board's decisions based on the current budget crisis. The IEP meetings were almost equally as lively, because the students attended and had a lot of teenage input throughout.

Although I felt that Managerial Leadership took a lot of added time and effort to complete, it definitely took me out of my classroom comfort zone, and threw me into interviews and meetings that I would normally not participate in prior to ELAP. I felt that I had a lot of great conversations with key stakeholders in our district. As a future leader, the input and knowledge that I gained will help guide my leadership style and assist me in responding to the legal, political, social, economic, and cultural aspects of my school district.

YEAR LONG FIELDWORK HANDBOOK

YEAR LONG FIELDWORK CHECKLIST

- **NO ACTION PLAN IS NEEDED FOR THIS DOMAIN**
- Complete the Community Leadership time log (minimum of 30 hours over the academic year – Fall, Winter, and Spring quarters).
- Complete a written reflection of the Community Leadership domain (3-4 pages).
- Present one (1) artifact for each section of the domain (Community Leadership and Visionary Leadership).
- Submit action plan, time log, reflection, and artifacts into electronic portfolio

TIME LOGS

- Use the time log form provided to record the hours you spend on fieldwork
- The forms will also be posted on PolyLearn for your final write-up
- Record a brief description of the activity, date, time (hours), and the indicators (indicate letter/number) fulfilled by the activity. All indicators should be included.
- At the end of the quarter, provide a final total of hours at the end of the log
- Your time log should be reviewed by your Site and University Supervisor for the Competence Assessment at the end of the quarter
- You must have a minimum of 30 hours logged for the Community Leadership domain. Some indicators will have more hours than others. Make sure you have time logged in each indicator.

REFLECTIONS AND ARTIFACTS

- After completing all the activities/objectives for the Community Leadership domain, a reflection needs to be written for the domain.
- The reflection should include:
 - How you applied the domain, sections, and standards addressed (this is a good place to include references to course readings that applied to the standards).
 - How the domain, sections, and standards helped you as a novice administrator
 - How your knowledge has been increased in the domain, its sections and standards addressed
- The reflection is personal and can be written in 1st person if desired
- Artifacts should be collected throughout the term.
- Select one artifact per section to submit with the final Community Leadership fieldwork reflection (make sure it can be electronically transported into the e-portfolio).

Domain	COMMUNITY LEADERSHIP (YEAR LONG)	
Sections	I. Community Leadership	II. Visionary Leadership
	Candidate is able to advocate for the school and to communicate through a variety of media its successes, needs, and challenges with a broad range of audiences, collaborating with parents, the community, and others in achieving the school's vision and goals. <i>Indicators:</i>	Candidate is able to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. <i>Indicators:</i>
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.

ACTIVITY SUGGESTIONS:

- 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:

- Conduct or coordinate events that involve parents, community programs, PTA, health and recreation programs, neighborhood programs, county programs, and etc.

ADDITIONAL RECOMMENDED ACTIVITIES – YEAR LONG

More Recommended Activities SPRING QUARTER	
<ol style="list-style-type: none"> 1. Interview the administrator at the district level who facilitates Title I (low socio-economic) and Title III/EIA/LEP (English Language development) funds. Formulate your questions to satisfy indicators. 2. Be active in a community organization 3. Help create procedures to secure services for families – establish a community resource list. 4. Conduct and/or coordinate parent education classes 5. Provide teaching demonstrations for parents 6. Review requests for use of school and grounds under the Civic Center Act 7. Assist parents in the completion of the necessary forms for the registering for new students 8. Participate in a community forum regarding school issues 9. Attend and interagency meeting (Social Services) related to student welfare 10. Assist in the preparation of notices and bulletins to the public relative to: <ol style="list-style-type: none"> a. School programs b. School policy c. Schedules d. Legal information e. Other public information as assigned by the district principal 11. Work with school/community advisory committees; for example, serve on an advisory committee, do a written critique of an advisory committee meeting, help to organize a parent meeting. 12. Assist in heading up a school/community drive; for example, "Get Out the Vote;" salvage drive; rummage sale; fundraiser. 	<ol style="list-style-type: none"> 13. Assist in the planning and coordination of special community-school agencies such as: <ol style="list-style-type: none"> a. School Advisory Council b. Shared Decision-Making Council c. PTA d. Coordinating Council e. Special district programs f. Others 14. Assist with community centered activities such as: <ol style="list-style-type: none"> a. Health and recreation programs b. Public safety program c. Neighborhood Block Programs d. County Health Offices e. Probation Department 15. Assist with the planning and coordination of school sponsored programs such as: <ol style="list-style-type: none"> a. Open House and Back to School events b. School assemblies c. Holiday programs d. Parent conferencing e. Student assemblies 16. Work with parents and staff to create and conduct a parent survey or needs assessment

Time Log
Year Long
Domain: Community Leadership

Date	Time	Indicators	Activity

Total Amount of Hours Completed: _____

ADDITIONAL MATERIALS

Administrative Fieldwork ~EDU 518

fall wtr. sprg.

- ☐ **Establish a Site Supervisor**...due within first 2 weeks of the fall quarter ~ please provide the name and contact information of your chosen site supervisor.

- ☐ ☐ ☐ **Domain Fieldwork Action Plan**...due two weeks into each quarter via email attachment
- This is a flexible plan but one which should take time, thought, and collaboration with your site supervisor.
 - *Community Leadership* Domain...no fieldwork action plan is necessary.

Fieldwork Hours...30 hours in each domain; **Fall Qtr**, *Organizational Leadership* (2 sections, 15 hours each section); **Winter Qtr**, *Instructional Leadership* (3 sections, 10 hours each section); **Spring Qtr**, *Managerial Leadership* (3 sections, 10 hours each section); **All Qtrs**...due in spring, *Community Leadership* (2 sections, 15 hours in each section)

- Make sure to log hours in all domain indicators (equal time in each indicator is not necessary), and ensure you have needed hours for each section of the domain.
- All activities chosen need to be Administrative functions not teacher functions.
- Entire ELAP year can be used for domains and indicators, but “double dipping” same fieldwork in different domains is not accepted.

- ☐ ☐ ☐ **Domain Fieldwork Log**...due last Friday class of each quarter or before via email attachment
- Each domain log should include very brief summaries for each indicator of the domain.
 - ☐ • *Community Leadership* log is due last Friday class of spring qtr.

- ☐ ☐ ☐ **Domain Reflection**...due last Friday class of each quarter or before via email attachment
- Write one reflection for each Domain (3-4 pages).
 - This is a personal writing, not necessarily an academic writing.
 - ☐ • *Community Leadership* reflection is due last Friday class of spring qtr.

- ☐ ☐ ☐ **Domain Artifacts**...due last Friday class of each quarter or before via email attachment
- Include one artifact for **each section** of the domain.
 - ☐ • *Community Leadership* artifacts are due last Friday class of spring qtr.

- ☐ ☐ ☐ **Assessment of Candidate Competence Packet**...due last Friday class of each quarter
- Go over domain time log with site supervisor each quarter.
 - Rate yourself w/supervisor (collaboration) on domain indicators for each quarter.
 - Remember your signature and your site supervisor’s signature (back page).
 - Keep packet stapled for turn-in.
 - Packet will be returned to you the first class of each quarter
 - *Community Leadership* domain ratings/signatures due last Friday class of spring qtr.

- ☐ **Spring Quarter Additional Work (4)**... due last Friday class of spring quarter or before via email attachment
- Papers due include: Professional Resume/Administrative Cover Letter/Leadership Philosophy paper (2-3 pages)/Administrative Interview Questions

ACADEMIC INTEGRITY...remember fieldwork will always be what you make it. Do your best to engage in experiences which will truly help you to become familiar and knowledgeable about the many facets of site administration.

California Polytechnic State University

School of Education

ASSESSMENT OF CANDIDATE COMPETENCE

Candidate Name _____

Domain	ORGANIZATIONAL LEADERSHIP (FALL)			
Sections	I. Organizational & Systems Leadership	II. Visionary Leadership		
	<p>Candidate understands, aligns, effectively manages, and integrates all the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals.</p> <p style="text-align: center;"><i>Indicators:</i></p>	<p>Candidate is able to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision.</p> <p style="text-align: center;"><i>Indicators:</i></p>		
CAPE	INDICATORS			Level of Knowledge and Skill 3 2 1 N/O
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	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.		

progress toward school goals. During preliminary preparation, new administrators learn how to:	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 community. During preliminary preparation, new administrators learn how to:	1	Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.	
	2	Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.	
	3	Use personal and professional ethics as a foundation for communicating the rationale for their actions.	

Domain	INSTRUCTIONAL LEADERSHIP (WINTER)			
Sections	I. Instructional Leadership Candidate has knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and is able to assess classroom instruction and provide focused, constructive feedback to teachers. <i>Indicators:</i>	II. Professional Learning and Growth Leadership Candidate is able to model professional growth, framed around principles of adult learning, and identify and facilitate focused developmentally appropriate professional growth opportunities to build individual and collective capacity. <i>Indicators:</i>		III. Visionary Leadership Candidate is able to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. <i>Indicators:</i>
	CAPE	INDICATOR		
				Level of Knowledge and Skill 3 2 1 N/O
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 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:	1	Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.	
	2	Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.	
	3	Provide timely, constructive suggestions about instructional strategies, available resources, and technologies to refine lessons and enhance instruction that supports student learning, safety, and well-being.	

Domain	MANAGERIAL LEADERSHIP (SPRING)			
Sections	I. School Improvement Leadership	II. Organization and System Leadership	III. Visionary Leadership	
	Candidate knows how to strategically implement appropriate and effective school improvement theories and strategies. Candidate is able to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes. <i>Indicators:</i>	Candidate is able to ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment. <i>Indicators:</i>	Candidate is able to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. <i>Indicators:</i>	
CAPE	INDICATOR			Level of Knowledge and Skill 3 2 1 N/O
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 learning opportunities and resources and positive outcomes for all students.		
	3	Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.		
	4	Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.		
3B: Managing Organizational Systems and Human Resources New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, 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: Managing the School Budget	1	Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local/district allocations.		

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

Domain	COMMUNITY LEADERSHIP (YEAR LONG)			
Sections	I. Community Leadership		II. Visionary Leadership	
	Candidate is able to advocate for the school and to communicate through a variety of media its successes, needs, and challenges with a broad range of audiences, collaborating with parents, the community, and others in achieving the school's vision and goals. <i>Indicators:</i>		Candidate is able to develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. <i>Indicators:</i>	
CAPE		INDICATOR		Level of Knowledge and Skill 3 2 1 N/O
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	1	Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.		

New administrators understand that they are the spokesperson for the school's accomplishments and needs. During preliminary preparation, new administrators learn how to:

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.	

SIGNATURES

Quarter	Candidate	Site Supervisor	University Supervisor	ELAP Coordinator
Fall				
Winter				
Spring				

3	2	1	N/O
Effective	Developing	Foundational	Not Observed
Candidate effectively and successfully develops, implements and engages in an activity(ies) based on the required indicator(s)	Candidate satisfactorily develops and/or participate in an activity(ies) based on the required indicator(s)	Candidate is aware of the concepts within the required indicators but does not fully develop and/or applies and/or participate in a pertinent activity(ies)	Candidate did not complete activity(ies) to meet the required indicator(s)