

CSU, Chico
School of Education

Educational Leadership and Administration Handbook

Effective • Reflective • Engaged

*Improving the Quality of Life
Through Education*

Fall 2013

Program Rationale, Design, Process, and Information

Introduction

The CSU, Chico aspiring leader will develop and exhibit the knowledge, skills and professional dispositions of effective leadership practices in three core domains that are the basis of all programmatic efforts in the School of Education at CSU, Chico: (1) effective practice; (2) reflective practice; and (3) engaged practice¹. Effective leaders support meaningful educational experiences that promote achievement of learning objectives for all learners, based on knowledge of content, of learners, and of pedagogy and informed by appropriate assessment and analysis. As reflective practitioners, leaders continuously reflect on and improve their own leadership, based on information gleaned from data analysis, experts, peers and research. They collaborate with others to serve as instructional leaders and team members in their schools, districts, and professional organizations; they are advocates for students, families, schools, communities and the education professions. These school leaders contribute to their community and the profession through their understanding and development of democratic practice.

Program Mission

The mission of the Master of Arts in Education is to address educational challenges in the belief that School of Education faculty, students, and educational partners will make a difference in the lives of those who learn and teach. The program instills respect for educational research, applications and a commitment to contribute to the heritage of scholarship in the field. The graduate program strives to improve the quality of education at all levels, to promote equality of opportunity for all learners, and to enhance the contributions that education makes to local communities and to society in general.

The mission and goals of the department are connected to the **CSU, Chico Conceptual Framework for Educator Preparation** and reflect the three overarching purposes that guide programs of the CSU, Chico School of Education. The Master of Arts in Education degree prepares professional educators to be effective, reflective and engaged practitioners.

School of Education Rationale

Programs of the School of Education are guided by the belief that effective social and political democracy provides the greatest opportunity for the success of a diverse society, characterized by community values such as membership, respect, caring and trust, and by the belief that the essential role of education is to prepare people for lives as contributing members of democratic communities.

¹ Dating back to 2004, the conceptual framework is the culmination of many discussions and much reflection to make sure that the framework truly reflects the beliefs of faculty across the variety of programs in the School of Education that prepare teachers and other school personnel. The School of Education mission and purposes are guided by the state and national standards specific to our programs and grounded in the professional literature on the preparation of teachers and other school personnel.

Our curriculum for professional educators develops the foundation for understanding our diverse and democratic society, examines how students learn, promotes citizen engagement in serving the common good and supports schools in fulfilling their essential role in a democratic society.

Faculty and staff of the School of Education define their work through the Agenda for Education in a Democracy of the National Network for Educational Renewal. Programs focus on strengthening the voice of democracy in the ongoing discussion of the purpose and future of public education in the United States, and fostering the simultaneous renewal of places that educate children and the programs that educate their teachers.

Effective Practice

1) Leader as Principal Teacher. The original role of principal was principal teacher. Our program is premised on the principal as a leader for learning (DuFour, DuFour, Eaker, and Karhanek, 2004; DuFour & Eaker, 1998; Barth, 2002) and “first” teacher of teachers. Candidates must demonstrate solid knowledge of and currency in leadership knowledge and the academic content of school teaching and learning (Marzano, Pickering, & Pollock, 2001; Tomlinson & McTighe, 2007). We believe that the effective school leader has a commitment to continue to expand their depth and range of understandings and promote learning for children and adults, understands how to leverage the accountability and assessments mandates in the context of what he or she knows to be good teaching and learning, and supports professional learning and collaborative communities of practice (Ferrero, 2005; Little & Elmore, 2006; Little, 2006)

2) Leader as Proactive Manager. The administrator as organizational designer is a forward-thinking educational leader who understands and uses systems thinking (Senge, 1990; Senge, Roberts, Ross, Smith, & Kleiner, 1994; Wheatley, 1992), organizational theory (Reeves, 2004), and change theory ((Fullan, 2001; Fullan, 2004; Fullan & Hargreaves, 1991; Sarason, 1971; Sarason, 1982; Sarason, 1990) to build and refine an effective learning organization in which teachers are supported so they in turn can support children’s learning. This requires not only the pedagogical knowledge on which teacher as principal teacher is premised, but a range of professional practices, select strategies, techniques and technological resources that support teacher and student learning. Efficient management of the school’s schedule, human and financial resources, safety, disciplinary, legal, and policy contexts is essential if the leader is to develop the credibility and be able to find the time to devote to the four other roles (Odden & Picus, 2008). Furthermore, the leader understands the role of research-based leadership responsibilities and actions that promote organizational strength and student learning ((Schlechy, 1997; Schmoker, 2001; Schmoker, 2003; Schmoker, 2004; Waters, Marzano & McNulty, 2005). Through their actions, they can build and sustain coherent and cohesive organizations (Elmore, 2004). Finally the leader is able to assess the political context of the work at the local, state and national level and act purposefully and intentionally in those policy and political contexts to achieve the goals of student learning.

Reflective Practice

3) Leader as Inquirer, Reflector and Connector. Inquiry is a fundamental leader habit of mind, and ongoing inquiry that informs decision-making and is key to the administrator's ability to solve complex problems and engage stakeholders in thoughtful work (Argyris & Schoen, 1996, Sergiovanni, 2006, Glickman, 2004). It is a foregone and self-evident conclusion that reflection on a routine basis provides the platform for the leader's ability to sustain energy and thoughtfulness (Osterman & Kottcamp, 2004; Schon, 1987). We expect that successful candidates in our program have learned to reflect appropriately on their professional practice and exhibit evidence of having established a habit of self-examination that results in continual and recursive improvement of that practice. However, the leader's role is beyond personal and self-reflection and extends to the ability to form and manage the complex interrelationships of adults in the workplace, solve conflicts, and build relational trust as a foundation for the work. This relies on the leader's developing identity, sense of self, and emotional and social intelligence (Goleman, 1998; Salovey & Mayer, 1990).

Engaged Practice

4) Leader as Community Facilitator. The leader must assume the mantle of community member and community organizer and succeed at engaging diverse interests of parents, community agencies, businesses, and community organizations in the service of addressing students' emotional and social needs so that they can be full participants as learners (Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. 2003). The leader fully understands the complex context of his or her community, both the dominant and the invisible voices of parents and community members, and knows how to engage ALL stakeholders in the school community for the maximum benefit of the students (Sergiovanni, 2006; Bagin, Gallagher, & Moore, 2008).

5) Leader as Change Agent in a Democracy. Although the leader as change agent in the ideal of a democratic society is described as one of the five roles of the leader's work, we view the component of democratic practice and civic engagement as overarching to the programmatic direction of the leadership program (Glickman, 2004; Goodlad, 2004). The fundamental historical, economic, social and cultural life of California students and families requires that candidates are widely knowledgeable about and responsive to the needs of all learners, including linguistically and culturally diverse learners and special populations (Campbell, 2004). Although key courses and assessments focus on that role, an overarching department theme expresses the purpose of our programs. That theme is "Developing Democratic Citizens through Public Education". Our programs are guided by the belief that an effective social and political democracy provides the greatest opportunity for the success of a diverse society, characterized by community values such as membership, respect, caring and trust, and by the belief that the essential role of education is to prepare people for lives as active, contributing members of democratic communities (Goodlad, 2004; Soder, Coodlad & McMannon. 2001; Beane, 2005). Educator preparation and development that offers hope and promise to our communities, recognizes, examines and communicates about these concepts and issues, and provides

opportunities for preliminary services credential candidates to learn practices of democratic education is critical for our future.

Qualities of a Democratic Education

EDUCATIVE

- Enable students to become informed and stay informed.
- Develop healthy skepticism and open-mindedness e.g., "Whose knowledge?" "Whose point of view?"
- Develop the skills of disciplined intelligence.

CARING

- Treat one another in respectful and compassionate ways; recognize the "common good."
- Deal with conflict and disagreement openly and with respect for diverse points of view; "We disagree, we do not ignore or destroy."
- Develop a sense of responsibility to others.
- Create safe and structured learning environments.

SOCIALLY JUST

- Provide "all" learners with rigorous learning.
- Teach in socially just ways; avoid differential behavior toward students.

PARTICIPATORY

- Share decision-making; "Create the conditions to empower students." "Participation without power is a ritual."
- Develop cooperative, egalitarian relationships.
- Leadership is exercised, but is not coercive or manipulative.
- When possible, reach outside the classroom to engage others in the school and community.

The MA in Education Process

1. By the time you complete 12 units of MA courses from required and elective courses for your MA option, be sure to:

- a. Obtain a copy of the Guide to Graduate Studies.
<http://www.csuchico.edu/gisp/gis/index.html>
- b. Meet with your assigned MA adviser.
- c. Develop a program plan (forms are available online at
http://www.csuchico.edu/giis/gis/policypdf/mdplan_instruction.pdf
See course lists for required and typical elective courses.
- d. Ask your MA adviser to approve your plan and submit it to the Graduate Coordinator.
- e. The School of Education will approve and submit your program plan to the Graduate Studies office. Your program plan may be updated at any time.

2. While taking the first 12 units of MA courses, you should also:

Select the type of culminating activity that will complete your MA program. Communicate your choice to your MA adviser and the Graduate Coordinator. Options include the thesis, project or comprehensive exam. (See definitions later in this packet.)

If you select a thesis or project, you must register for *EDMA 611: Research Seminar in Education* during the semester you begin writing your research proposal, and *EDMA 699T/P:*

Thesis/Project, during the semester you will complete your thesis or project.

If you select the comprehensive exam, you must register for *EDMA 696: Synthesizing Experience in Education* during your last semester before graduating.

3. Apply for Candidate status through your MA adviser after completing 15 units or before you begin your final semester.

A student is advanced to Candidate status only after demonstrating significant ability and aptitude for the discipline of Education. Before advancement to Candidate status, you must complete *EDMA 610* and have a graduate GPA of 3.0 or better. Discuss the process of advancing to Candidate status with your MA adviser who will review your progress and file the Advancement to Candidacy form with the Graduate Coordinator.

4. Register for *EDMA 696* or *EDMA 699* for your final semester.

You must be advanced to candidate status to enroll in *EDMA 696* or *EDMA 699*. Registration in these courses requires approval of your MA adviser and the Graduate Coordinator. Your MA adviser will complete the Culminating Activity Form and file it with the Graduate Coordinator. For registration in *EDMA 699* for thesis or project, you must also submit a draft of Chapter 1 for approval.

5. Complete the courses listed on your program plan, including the culminating activity.

Stay in communication with your MA adviser. Be sure to meet Graduate Studies deadlines at <http://www.csuchico.edu/graduatestudies/deadlines.shtml> and maintain continuous enrollment in fall and spring semesters.

6. Apply for graduation early in your final semester in the program.

Pick up a Graduation Packet from the Graduate Studies Office in Student Services Center 460 or call 898-6880 to have one mailed. Complete the Graduation Clearance Form and take it to your MA adviser for review and approval. Your MA adviser will forward the form to the department Graduate Coordinator. Be mindful of Graduate Studies deadlines.

The MA in Education Information and Policies

- See your MA adviser each semester to update your program plan.
- Continuous enrollment is required. If you have a fall or spring semester in which you do not take courses, you must register for Adjunct Enrollment through the Office of Continuing Education.
- You must maintain a GPA of at least 3.0 throughout your program.
- All courses must be taken for a letter grade, with the exception of EDMA 696 *Synthesizing Experience in Education* (comp. exam course), EDMA 697 *Independent Study*, and EDMA 699 thesis or project units.
- A maximum of nine semester units of transfer credit may be applied to the master's degree.
- Demonstration of writing proficiency is a graduation requirement. Students in the MA in Education program demonstrate writing proficiency through a combination of exercises beginning with the Initial Education Writing Assessment and continuing throughout the program.
- All requirements for the degree must be completed within seven years of the end of the semester of enrollment in the oldest course applied to the degree. See *The University Catalog*, Graduate Education section for complete details on general degree requirements.
- Additional detailed information about master's degree programs, policies and requirements can be seen in *A Guide to Graduate Studies: Policies, Procedures & Format*, available online at the Graduate Studies website <http://www.csuchico.edu/graduatestudies/incoming/gradguide.shtml>. Or, a printed copy can be purchased at the Graduate Studies Office, Student Services Center 460.

Culminating Activities: Concise Definitions and Information

Thesis: The thesis is a research study. Typically, to conduct the study one or more research questions are posed, hypotheses are formulated, methods for collecting data are designed, data is collected and analyzed, and conclusions are drawn. Of course, a review of literature related to the research questions is completed. The thesis (final product) is a well-written document in four or five chapters in which each component of the research is reported. Upon completion the MA candidate makes a formal, public presentation of his or her findings.

Project: The project is a scholarly activity that results in the development of a solution to a specific educational problem. The MA candidate identifies an educational problem, often in his or her school or district. A review of the research elucidates approaches that others have taken to similar educational problems. A solution to the problem is designed, and materials and/or activities to enact the solution are developed. The project is reported in a well-written document of three or four chapters in which each component of the problem and its solution are described. One or more appendices often contain

materials developed to enact the solution. Upon completion the MA candidate makes a formal, public presentation of his or her findings.

For theses and projects, your MA adviser will be an important source of information and assistance. Your MA adviser will chair your two-member MA Advisory Committee. You will select a faculty member for the committee with the advice of your MA adviser.

You may change your MA adviser. If you are completing a thesis or project, you may select a School of Education faculty member whose interests align with your research. Do this in consultation with your initial MA adviser, and communicate the change to the Graduate Coordinator.

The Graduate School sets a deadline by which theses and projects must be submitted each semester for graduation that semester. Your final thesis or project must be approved by your MA Advisory Committee, the School of Education Graduate Coordinator and the Graduate School. Your oral presentation must be completed by the Graduate School deadline. To facilitate review and approval, submit a copy of your thesis or project to the Graduate Coordinator at least two weeks before the Graduate School deadline.

Comprehensive Examination: The comprehensive examination is a writing exercise completed in one day. The MA candidate responds to questions related to the themes of the MA program and their specialty area with essays that demonstrate an understanding of research and practice. Reviews of literature in education, conducted throughout the program and updated and expanded in *EDMA 696*, are critical tools for preparing for the comprehensive examination. The comprehensive exam is scored by a faculty committee.

For the comprehensive exam, you do not need to form an MA Advisory Committee. Your MA adviser will assist you toward your degree and recommend you for the exam by the end of the semester preceding the one in which you will take the exam. The exam is given on only one date each semester. Dates are set three semesters in advance. Your Graduation Clearance Form will be signed by your MA adviser and the Graduate Coordinator.

California State University, Chico
School of Education

2-year Schedule for the Educational Leadership Cadre (ELC)

| | Spring 2013 | Summer 2013 | Fall 2013 | Spring 2014 | Summer 2014 | Fall 2014 |
|------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Cohort #5 | EDCI 601 EDCI 602 | EDAD 612 EDAD 610 | EDMA 610 EDMA 600 | EDAD 614 EDAD 609 | EDAD 611 EDAD 613 | EDAD 615 EDMA 696 |

EFFECTIVE PRACTICE

- EDAD 611 Supervision & Staff Development for School Improvement
- EDAD 612 School Leadership
- EDAD 613 Management of Funds & Facilities
- EDAD 614 The Law & Education
- EDCI 601 Curriculum Development & Instructional Design
- EDCI 602 Assessment & Evaluation of Learning

REFLECTIVE PRACTICE

- EDAD 609 Leadership for Educational Equity & Access
- EDAD 610 Communication Skills for School Administrators
- EDMA 610 Introduction to Inquiry in Education

ENGAGED PRACTICE

- EDAD 615 Field-based Accountability: Managing for Learning
- EDMA 600 Foundations of Democratic Education
- EDMA 696 Synthesizing Experience in Education

** Interns take EDAD 830 *Internship in School Administration* each fall and spring except the last semester when all candidates take EDAD 615.

Educational Leadership Network

It is imperative for educational leaders to routinely communicate and network with professional colleagues. The university provides a supportive environment for program alums, regional practitioners and program candidates to interact, learn and grow.

Purpose: To bring together EDAD students and faculty with site, district and county office leaders to work collaboratively to build and continually improve a strong, well-respected educational leadership program. Each member's unique insights are necessary, valuable and welcome. The Network is the "big tent" over regional educational leadership efforts.

Who: All past and present EDAD students and faculty. All past and present site mentors. All regional county superintendents and cabinet members. All regional district superintendents and cabinet members. All regional principals and cabinet members. All community college presidents and cabinet members.

When: Activities scheduled throughout the year.

The School of Education

Improving the Quality of Life Through Education

The CSU, Chico School of Education aspires to be a recognized leader in preparing professional educators to meet the needs of a diverse society through innovation, collaboration and service.

Reflective ♦ Effective ♦ Engaged

EDAD 612 • School Leadership

Credit: 3 units

Catalog Description:

Role expectations of the principal from several reference groups are explored. Included are program development, staff and curriculum development and supervision, community relationships and responsibilities, legal aspects, budget and finance, vocational and adult education. Opportunities for students to test their administrative decision making in simulated situations are provided.

EDMA 600 • Foundations of Democratic Education

Credit: 3 units

Catalog Description

This course examines current and historical issues related to supporting the important connection between democracy and public education. The concepts of democracy and democratic school and classroom practice are explored.

EDMA 610 • Introduction to Inquiry in Education

Credit: 3 units

Catalog Description

This course develops the knowledge and skills educators need as consumers and producers of educational research. Introduction to skills for accessing, comprehending, planning and conducting research studies and basic statistics. This course should be taken early in the MA in Education program.

EDAD 610 • Communication Skills for School Administrators

Credit: 3 units

Catalog Description:

Interpersonal communication is practiced, stressing the role of the educational leader to improve knowledge and skills applicable to face-to-face communication; one's own unique style of communication; group and organizational factors which affect that communication.

EDCI 601 • Curriculum Development and Instructional Design

Credit: 3 units

Catalog Description:

Introduction to current processes and practices of curriculum development, instructional design, implementation, and assessment. Emphasis is on application of processes to curriculum decision making in districts, schools, and classrooms.

EDCI 602 • Assessment and Evaluation of Learning

Credit: 3 units

Catalog Description:

Develops an understanding of assessment of learning, focusing on assessment instruments, design of multidimensional assessments, and appropriate use of assessment techniques and the data derived from them.

EDAD 614 • The Law and Education

Credit: 3 units

Catalog Description:

An examination of the effect of school law upon public school personnel. Special emphasis will be given to the areas of liability, contracts, tenure, and pupil-parent-teacher rights.

EDAD 609 • Leadership for Educational Equity & Access

Credit: 3 units

Catalog Description:

This course prepares leaders to focus on diversity in our public schools by (1) developing an historical, cultural, and legal understanding and perspective on issues of diversity, (2) recognizing the many demographic and sociological characteristics of diversity and understanding their implications for teaching and learning, and (3) identifying leadership responsibilities for the development of successful instructional programs for all students, including those with identified special needs and those who experience uneven success in school.

EDAD 611 • Supervision and Staff Development for School Improvement

Credit: 3 units

Catalog Description:

The philosophy, role, and techniques of supervision and staff development in the instructional program of elementary and secondary schools.

EDAD 613 • Management of Funds and Facilities

Credit: 3 units

Catalog Description:

This course addresses practical aspects of school support and revenue; California school apportionment system; financial problems of school and capital outlay.

EDMA 696 • Synthesizing Experience in Education

Credit: 3 units

Course Description:

A study of the major themes of the MA in Education program, this course is open to all MA students. The major themes guide candidates to create a portfolio of reflective research journals from a variety of scholarly sources in order to synthesize learning and prepare for the MA in Education comprehensive exam. Students writing the comprehensive exam must take this course in the final semester of their program. This exam is given as part of this course. Credit/No Credit grading only.

If the candidate selects a Thesis EDMA 699T or Project EDMA 699P for their culminating activity, EDMA 611 is an additional required course. Credit/No Credit grading only.

EDAD 615 • Field Based Accountability: Managing for Learning

Credit: 3 units

Catalog Description:

This field-based course provides candidates in school leadership a practical and conceptual understanding of Educational Accountability in regional schools. Candidates engage with current work in school and district efforts to become more accountable to democratic principles, local community priorities and state and federal student achievement mandates. In addition to analyzing and understanding efforts to increase accountability, candidates propose improvements to an existing field-based accountability system. Problems of high stakes, ethics, equity, adequacy, intended and unintended consequences are related to school improvement and successful school leadership for democracy.

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (CPSELS)

INHERENT IN THESE STANDARDS is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

Standard 1

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 1.1 Develop a shared vision
- 1.2 Plan and implement activities around the vision
- 1.3 Allocate resource to support the vision

Standard 2

Advocating, nurturing, and sustaining a school culture; instructional programs conducive to student learning and staff professional growth.

- 2.1 Develop school culture and ensure equity
- 2.2 Guide the instructional program
- 2.3 Guide professional growth of staff
- 2.4 Create and utilize accountability systems

Standard 3

Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 3.1 Ensure a safe school environment
- 3.2 Create an infrastructure to support an effective learning environment
- 3.3 Manage the school learning-support system
- 3.4 Monitor and evaluate the program and staff

Standard 4

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate to incorporate the perspective of families and community members
- 4.2 Establish and manage linkage between the site and the larger community context
- 4.3 Engage and coordinate support from agencies outside the school

Standard 5

Modeling a personal code of ethics and developing professional leadership capacity.

- 5.1 Maintain ethical standards of professionalism
- 5.2 Guide sound courses of action using pertinent, state-of-the-art methods
- 5.3 Model reflective practice and continuous growth
- 5.4 Sustain professional commitment and effort

Standard 6

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 6.1 Engage with the policy environment to support school success
- 6.2 Interact with stakeholders
- 6.3 Incorporate input from the public

These standards were adapted from the *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996)*, Washington, D.C. Council of Chief State School Officers. Adaptations were made for the California Professional Standards for Educational Leaders (2001) by representatives from the California School Leadership Academy at WestEd, Association of California School Administrators, California Commission on Teacher Credentialing, California Department of Education, and California colleges and universities. For use with the Descriptions of Practice in *Moving Leadership Standards Into Everyday Work*, the elements in some of the standards have been reordered by WestEd.

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Site Mentors

Candidates identify field-based mentors, typically site administrators, with whom to partner for support, guidance and reflection throughout the program. The mentor confers with the candidate on a regular basis regarding the expectations and assessment of the candidate's work in the program. This relationship is a key element in assuring that candidates begin seeing school and educational issues from the perspective of the Effective, Reflective and Engaged educational leader.

Site Mentor Expectations and Commitment

- 1) Demonstrated effectiveness as an educational leader
- 2) Appropriately credentialed
- 3) Current understanding of the changes within the profession at a national, state, and local level
- 4) Demonstrated knowledge of the Administrative Services Credential Program
- 5) Demonstrated skills in observation and coaching techniques
- 6) Demonstrated expertise in fostering adult learning
- 7) Commitment to provide guidance and feedback to the candidates
- 8) Commitment to delegate administrative responsibilities to candidates
- 9) Commitment to meet with candidates and University supervisors for scheduled three-way conferences
- 10) Commitment to provide written evaluations of candidates
- 11) Commitment to work with the School of Education faculty via orientation sessions, three-way conferences, and on-going communication

Site Mentors are recognized and rewarded by:

- 1) being special guests at topical meetings,
- 2) providing professional insights and recommendations regarding Educational Administration program improvements,
- 3) being special guests at University conferences and convocations,
- 4) being asked to provide guest lectures/presentations for CSU students, staff, and members of the Educational Leadership Network.

Administration Field Supervisor/Liaison

The Educational Leadership and Administration Field Supervisor/field liaison works in concert with university staff, site mentors, candidates and the Educational Leadership Network to provide a coordinated, challenging, and supportive program that develops and refines the knowledge, skills and attitudes required for leadership positions in educational administration.

- 1) Communicates the expectations and roles of site mentors both verbally and in writing.
- 2) Facilitates site mentor partnerships as needed (minimum three site visits required).
- 3) Provides opportunities for ongoing communication between university personnel, the site mentor and the candidate.

- 4) Participates in a goal setting mid-program review, and exit interviews with leadership candidates and site mentor.
- 5) Organizes and promotes university activities designed to encourage site mentors, candidates and faculty to collegially explore leadership issues that positively affect student learning, establishing and maintaining positive school/organizational cultures, and professional collaboration.
- 6) Conducts program assessments based on site mentor and alum feedback, insights and recommendations and uses data for program improvement.

Faculty Adviser

The faculty adviser provides individual guidance, support and insights regarding the Educational Leadership and Administration program. In addition, the adviser challenges the candidates to think deeply about the roles and responsibilities of educational leaders and the ways in which they personally plan to positively impact students, teachers, staff, parents, and the community.

Among the key responsibilities of the adviser is to promote a habit pattern of thoughtful reflection prior to and after decisions and actions. Regular, thoughtful review helps develop a reflective, improvement-oriented leader who uses experiences for personal and organizational growth. The faculty adviser role is augmented by our practice of beginning each course with 1) a review of program status of each student, 2) providing information and reminders regarding course sequencing, 3) reviewing important dates and deadlines for program progression, 4) reviewing the key elements of the Portfolio, and 5) reminders about the variety and specificity of activities in conjunction with the student's site mentor.

NAME _____

Professional Development Planner
(CPSEL Competency Documentation)
Educational Leadership Cadre
(Preliminary Administrative Services Credential Program)

School of Education
California State University, Chico

The **Competency Documentation Form** is a CSU Chico Educational Leadership program requirement that provides documentation for the Preliminary Administrative Services Credential and the CPSELs, California Professional Standards for Educational Leaders. Using this form you will provide narratives of your work in the field under the **five program roles** of the CSUC Educational Leadership program. These include:

1. **Leader as Principal Teacher**
2. **Leader as Purposeful Manager**
3. **Leader as Inquirer, Reflector and Connector**
4. **Leader as Community Organizer**
5. **Leader as Change Agent in a Democracy**

To fulfill the expectations of the standards, complete the program and qualify for the Preliminary Administrative Services Credential, each candidate (1) completes course requirements and assessments, (2) engages in individual field work experiences at school sites, and (3) completes formative and summative assessments. The Program Role and CPSEL Competency Documentation Form is a method of **documenting coursework, field work and assessment evidence** that meet the standards (CPSELs). Documentation is in the form of a list of **CCTC Competencies** in the left hand column of the chart and a written narrative that includes specifics about how you demonstrated each competency in the middle box, with date/duration and sign-off columns on the right. (See example on page 3).

All of the summative and final assessments in the program require field based roles and you should document your work on those assessments as a part of your course work. Typically this chart is kept up-to-date as you complete each course; your field course is also a time to “catch-up” on completing this documentation (however, please note there are other expectations of the field experience course as well).

By the END OF your work in the Educational Leadership Cadre all five program roles and all six California Professional Standards for Educational Leaders MUST BE IDENTIFIED AND DOCUMENTED.

In general, while it is impossible to fully assess the quality of each classroom or field-based learning experience or to judge competency in the specific sense of the word, it is possible through the variety of your work and your narratives, which relate directly to the language of the program outcomes and the CPSELs to see the depth and breadth of your learning. Engaging in deep and sustained work that relates to the content areas and sub-areas does indicate that the candidate is gearing his or her learning toward gaining important experiences that demonstrate growing proficiency in meeting the standards.

This document is monitored throughout the program and signatures for completion are added at appropriate times. Each candidate documents all leadership experience in schools as well as previous leadership experience that can substantiate competence in these areas. Then for the portfolio (the description of which is in a separate document), there are required final assessments from your course work and there are choices you can make to represent your growth and development in the portfolio.

You will document your prior experience upon entering the program. For each semester you are in the program, you will document and provide the date for your course and course-embedded field experiences. You will send your document electronically to your supervisor or course instructor for review and feedback. You may have to make revisions based on feedback. The program supervisor (PS) will initial and date in the final two columns of the chart for each standard. At mid-program review, you and your supervisor will look at your competency documentation and see what other experiences will be important for fully meeting the standards and discuss how you can arrive at those experiences.

YOU WILL NOT HAVE work/evidence for every box of every role and outcome for every semester. This is both a way to record your experiences and identify where you need more experience. The boxes, of course, will expand as you write narratives. Be sure that each narrative is complete and descriptive. The intention is that by the END of the program you will have had sufficient deep experiences in each role and outcome. There is obvious overlap; the work of a school leader is not neat and discrete in outcomes and boxes on a form. There may be some repetition of roles. You may have had the leadership role (grade level chair, department chair, site level team) but the work may apply in multiple categories. It is important that you address the way that role played out in THAT role and outcome using the language of the outcome. You will note that role V. Leader as Change Agent in a Democracy is the foundation of the entire Chico program. Thus the way you document for this may be slightly different as it has several summative portfolio assessments attached to that role. See Matrix of Program roles and assessments for detail.

The narratives you write should be directly and specifically related to the standard and the program role. The narrative should include specifically what you did to address that standard. Since the work overlaps, it is easy to get lost in writing everything under every standard. Try to be as specific to that standard and what leadership actions/experiences you have had that relate to that. This requires that you become proficient at using the bureaucratic language of the standards and also that you become proficient at understanding the categories of the role of leader. Read the standards and expectations for individual sub-areas carefully and use that language in writing the narrative.

In these tables the CCTC Competencies are listed in the left column. In the middle column you should first record the Course in BOLD, then complete the narrative describing in specific detail, following the course number, what you did to demonstrate proficiency on that competency. The next column will indicate the length of time you were involved in that specific activity. The far right column requires the signature (and date) of either your site or university supervisor or course instructor, whoever is more appropriate.

The following EXAMPLE illustrates the above directions.

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Mo/Year) & Signature |
|--|--|--|----------------------------|
| <p><i>Candidate demonstrates the ability to be a critical consumer of research and the ability to use research and site-based data to design, implement, support, evaluate, and improve instructional programs. (CCTC 11b)</i></p> | <p>EDCI 601 (Curriculum Design): completed Using Research Task—analyzed site-based data which showed language comprehension and fluency difficulties for ELL students, then used Marzano, et al. (2001) Non-linguistic Representations chapter to provide staff development for faculty on visual models for teaching comprehension and fluency: EDAD 611 (Supervision): analyzed site-based data, conducted site needs assessment and used information from both to develop site-based staff development plan (anchor task) based on identified needs and research-based best practices. Shared with principal—he was supportive and we will implement this beginning 2nd semester.</p> | <p>Fall semester, 2006 for data gathering, analysis, & plan development. Implementation scheduled for spring 2007.</p> | |

Notice in this example the choice of deep and sustained site work and clear use of standards language to describe specifically what has been accomplished.

While technically we cannot assess one’s level of competence through this document, it is assumed that each candidate demonstrates entry level or novice competence as an administrator by completing a set of individualized experiences that are well-supervised.

Following that Table, a second table asks for a summary of Field Work Experiences that supports the Role. This narrative will address the broader program role, rather than the CCTC competency. You will want to briefly but specifically summarize information from your field document plan as further evidence demonstrating leadership competency.

It is important that you keep this form up to date as it will not only be reviewed regularly by your course instructors, but will also be reviewed at the mid-point evaluation to determine if you are on-track or need additional course-work or experiences and at the end of coursework to make a final determination regarding a recommendation for the Preliminary Administrative Services Credential.

YOU WILL RECEIVE A COPY OF THE Field Work Documentation ELECTRONICALLY. OBVIOUSLY THE BOXES EXPAND. YOU WILL SUBMIT COPIES ELECTRONICALLY

THESE ARE READ BY Program Faculty and responses are sent to you as satisfactory or needing revision.

Role 1: Leader as Principal Teacher

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

What should be considered for this role

This standard is at the heart of the work of a principal – being an effective curricular and instructional leader. In order to be effective, the leader must know all aspects of the curricular and instructional structures of the school. These key elements are important: to talk the talk of teaching and learning and develop a common language for talking about curriculum and instruction; to walk the walk of teaching and learning by observing classrooms and supporting/coaching teachers to improve their instructional practices; and to lead professional development. An effective instructional leader knows how to interpret the content standards and develop instructional programs that meet the standards; knows how to effectively implement programs that are mandated by the district in a way that meets the needs of the school site; and at the same time use accountability as a positive lever for student learning knows how to use data to create a set of school priorities that will lead to improved students achievement; uses multiple measures of assessment to develop an accountability system that effectively addresses district and state mandates but is responsive to the cultural context of the students and teachers; and guides a staff to surface and address issues presented by the achievement gap.

For this role and its outcomes, you should have experiences in:

- Implementing standards and standards-based instruction for **all grades levels or content areas**
- Developing and using a common language of teaching and learning at a school site
- Using data to drive standards-based curriculum and instruction
- Implementing instructional practices that support diverse learning styles and differentiated instruction strategies
- Understanding and using a variety of instructional strategies or models of teaching, including cooperative learning, direct instruction, inquiry, effective questioning, presentation, etc.
- Using multiple measures and assessments to assess student achievement
- Observing classrooms using objective data-driven strategies and having conversations about teaching and learning
- Learning how to evaluate teachers using the supervision cycle of pre-conference, observation and post-conference
- Facilitating professional developments sessions
- Assisting teachers to implement pedagogical strategies that are appropriate for diverse learners, including culturally relevant pedagogy, differentiated learning, and English language learning.
- Monitoring programs and instructional strategies focused specifically on closing the achievement gap. (What are the over and above activities to close the achievement gap?)
- Using research and site-based data to design, implement, support, evaluate, and improve instructional programs.
- Guiding and supporting professional development of all staff consistent with the ongoing effort to improve the learning for all students relative to the content standards.

1a Candidate will demonstrate the ability to coach teachers and manage the supervision and evaluation responsibilities of a school leader.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|---|----------------------------------|----------------|-------------------------------|
| <i>Candidate demonstrates the ability to be a critical consumer of research and the ability to use research and site-based data to design, implement, support, evaluate, and improve instructional programs. (CCTC 11b)</i> | | | |
| <i>Candidate demonstrates the ability to shape school programs, plans, and activities to ensure integration, articulation and consistency with the vision. (CCTC 10e)</i> | | | |
| <i>Candidate facilitates the use of a variety of appropriate content-based learning materials and learning strategies which include the following: students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, emphasis on the quality versus quantity, and appropriate and effective technology. The effective school leader will be able to guide the process of designing and implementing curriculum and appropriate instructional strategies that serve all students. (CCTC 11h, 11j)</i> | | | |
| <i>Candidate demonstrates knowledge of the standards-based curriculum and the ability to design, implement and evaluate programs throughout the grades. (CCTC 11i).</i> | | | |

| Role 1a. | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|---|---|-----------------------------------|
| 1a Candidate will demonstrate the ability to coach teachers and manage the supervision and evaluation responsibilities of a school leader. | | |

| Role 1a. | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|-----------------|---|-----------------------------------|
| | | |

Note the CPSEL standards are repeated for IA and IB. The work of the principal as instructional leader and principal or first teacher is so vital to school improvement that we expect deep and sustained experiences. The same roles may apply, but the candidate should address the detail of the program role in the narrative. In IA, how did you coach teachers and learn about and practice the supervision and evaluation responsibilities? In IB, what did you in the leadership roles you had to develop and implement curriculum for diverse students and evaluate the effectiveness of that curriculum?

1b Candidate will be able to guide and facilitate the development and implementation of a sound curriculum that meets the needs of a diverse population of students and is based on state adopted standards and is frequently evaluated for effectiveness.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|---|---|-----------------------|--|
| <i>Candidate demonstrates the ability to be a critical consumer of research and the ability to use research and site-based data to design, implement, support, evaluate, and improve instructional programs. (CCTC 11b)</i> | | | |
| <i>Candidate demonstrates the ability to shape school programs, plans, and activities to ensure integration, articulation and consistency with the vision. (CCTC 10e)</i> | | | |
| <i>Candidate facilitates the use of a variety of appropriate content-based learning materials and learning strategies which include the following: students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, emphasis on the quality versus quantity, and appropriate and effective technology. The effective school leader will be able to guide the process of designing and implementing curriculum and appropriate instructional strategies that serve all students. (CCTC 11h, 11j)</i> | | | |
| <i>Candidate demonstrates knowledge of the standards-based curriculum and the ability to design, implement and evaluate programs throughout the grades. (CCTC 11i).</i> | | | |

| Role 1b | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|---|---|-----------------------------------|
| 1b Candidate will be able to guide and facilitate the development and implementation of a sound curriculum that meets the needs of a diverse population of students and is based on state adopted standards and is frequently evaluated for effectiveness. | | |

1c Candidate will demonstrate the ability to implement and sustain collaborative communities of practice in schools and provide and model continuous professional learning.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|--|----------------------------------|----------------|-------------------------------|
| <p><i>Candidate guides and supports the professional development of all staff consistent with the ongoing effort to improve the learning for all students relative the content standards. (This includes the ability of the candidate to use appropriate classroom observation strategies and district evaluation procedures to promote the growth of teachers, appropriate to the developmental level and experience of the teachers. (CCTC 11e)</i></p> | | | |
| <p><i>Candidate demonstrates the ability to provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility for the learning outcomes of each student. (CCTC 12f)</i></p> | | | |

| <u>Role 1c</u> | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|--|---|-----------------------------------|
| <p>1c Candidate will demonstrate the ability implement and sustain collaborative communities of practice in schools and provide and model continuous professional learning.</p> | | |

1d Candidate will demonstrate the ability to analyze and leverage accountability and assessment and policy demands and structures in the service of improved student learning

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|---|----------------------------------|----------------|-------------------------------|
| <i>Candidate creates, interprets, and uses accountability systems of teaching and learning based on student learning standards and utilizes multiple assessments to evaluate student learning in an ongoing process focused on improving learning of all students and subgroups of students. (CCTC 11a; CCTC 11c)</i> | | | |
| <i>Candidate can utilize technological tools to manage and evaluate instructional programs and promote and support the use of technology in curriculum and instruction. (CCTC 11j)</i> | | | |
| <i>Candidate can collect and report accurate records of school performance. (CCTC)</i> | | | |
| <i>Candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning leadership, management practices, and equity. (CCTC 13f; CCTC 14c; CCTC 15f)</i> | | | |
| <i>Candidate uses technology to foster effective and timely communication, including information about data, to all members of the school community. (CCTC 11j; CCTC 12j CCTC 14d)</i> | | | |

| Role 1d | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|---|---|-----------------------------------|
| I. C. Candidate will demonstrate the ability to analyze and leverage | | |

| Role 1d | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|---|---|-----------------------------------|
| accountability and assessment and policy demands and structures in the service of improved student learning. | | |

Role 2: Leader As Proactive Manager

CPSEL Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

What should be considered for this role

This standard requires the leader of a school organization to be able to marshal the internal and external resources in the service of teaching and learning. In other words, the school must be a safe and efficient organization so that effective learning can go on. This requires that the leader fully understand how to facilitate the operations and the fiscal resources; understand the political, social and economic context of the school and the district; be completely conversant in the Education Code and know when and how to apply it; and be familiar with and responsive to the cultural context of the school. In particular, the leader must be able to analyze the disciplinary practices in schools to determine how best to meet the social and emotional needs of students. Without an effective organization, the primary responsibility of the school – the achievement of all students and subgroups of students – can easily be subverted.

For this role and its outcomes, you should have experiences in:

- Directing the daily operations of a school over a period of time, including making administrative decisions that affect the students, families and the school, including student discipline issues; special education (IEP's and hearings); ELD and ELL.
- Participating in site-based leadership teams, developing a Site Plan and serving on a variety of school committees and in setting long and short term goals, particularly with respect to cooperatively developing a site plan that is aligned with state and district requirements.
- Developing an understanding of learning organizations and how and when to use different strategies for effective management.
- Designing and implementing a budget that is linked to the school priorities and site plan
- Engaging in discussions to successfully address authentic, complex school issues, including meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and in using legal knowledge and investigative strategies in areas of student discipline, special education, bilingual education, certificated employees, safety, harassment, and other related legal issues
- Monitoring and supervising certificated and non-certificated faculty and staff
- Examining the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities
- *Shadowing principals and/or assistant principals in fall or Spring Site Work
- Demonstrating knowledge and application of the Education Code (including when to ask for information or assistance)
- Monitoring and implementing the parameters of federal, state and local laws, policies, regulations and statutory.

2a Candidate will apply systems thinking to the work of leadership and demonstrate the ability to efficiently and purposefully manage organizational elements of the school (fiscal, facilities, safety, resources, legal, disciplinary, etc) in the service of teaching and learning outcomes for students.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|--|----------------------------------|----------------|-------------------------------|
| <i>Candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures students learning and supports the professional growth of teachers and support staff. (CCTC 12a; CCTC 12e)</i> | | | |
| <i>Candidate utilizes effective and nurturing practices in establishing student behavior management systems. (CCTC 12g)</i> | | | |
| <i>Candidate demonstrates the ability to establish school operations, patterns, and processes that support student learning. (CCTC 12b)</i> | | | |
| <i>Candidate is able to utilize the principles of systems management, organizational development, problem-solving and decision-making techniques fairly and effectively. (CCTC 12f)</i> | | | |
| <i>Candidate demonstrates an understanding of how to leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students. (CCTC 12d; CCTC 12i; CCTC 12j)</i> | | | |

| Role 2a | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|--------------------------------|---|-----------------------------------|
| 2a Candidate will apply | | |

| Role 2a | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|--|---|-----------------------------------|
| <p>systems thinking to the work of leadership and demonstrate the ability to efficiently and purposefully manage organizational elements of the school (fiscal, facilities, safety, resources, legal, disciplinary, etc) in the service of teaching and learning outcomes for students.</p> | | |

2b Candidates articulate and effectively apply leadership actions to manage individuals and groups and strengthen coherence and cohesion in the organization.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|---|----------------------------------|----------------|-------------------------------|
| <i>Candidate demonstrates the ability to coordinate and align legal, fiscal, faculty, staff, volunteer, community and material resources to support the learning of subgroups of students. (CCTC 12c)</i> | | | |
| <i>Candidate demonstrates the ability to utilize successful staff recruitment, selection, and induction approaches. (CCTC 12h)</i> | | | |
| <i>Candidate demonstrates ability to monitor and supervise faculty and staff at the site and manage the instructional program. (CCTC 12a)</i> | | | |

| <u>Role 2b</u> | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|--|---|-----------------------------------|
| II. B. Candidates articulate and effectively apply leadership actions to manage individuals and groups and strengthen coherence and cohesion in the organization. | | |

2c Candidate will demonstrate the ability to carry out legal responsibilities and analyze, apply and influence policy.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|--|----------------------------------|----------------|-------------------------------|
| <i>Candidate demonstrates an understanding of how to manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. (CCTC 12c)</i> | | | |
| <i>Candidate demonstrates knowledge of the collective bargaining process, including the administrator’s role and the union’s role in that process (CCTC 12h)</i> | | | |
| <i>Candidate demonstrates an understanding of the federal, state, and local educational laws, regulations and other policies that govern schools and knows how to act in accordance with these provisions. (CCTC 15b)</i> | | | |
| <i>Candidate demonstrates an understanding of the role of the site administrator in monitoring and implementing the parameters of federal, state and local laws, policies, regulations and statutory requirements. (CCTC 12a)</i> | | | |
| <i>From CPSEL 6 Candidate demonstrates an understanding of the way he or she can influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students. (CCTC 15e)</i> | | | |

Note: This must include specific legal experiences in discipline, special education, certificated employment, bilingual education, harassment, safety, etc.

| Role 2c | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|---|---|-----------------------------------|
| II. C. Candidate will demonstrate the ability to carry out legal responsibilities and analyze, apply and influence policy. | | |

Role 3: Leader as Inquirer, Reflector and Connector

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

What should be considered for this role:

These standards require the leader of a school organization to be able to articulate his/her vision of schooling (Role 5) and to work collaboratively with others to articulate and implement a shared vision for a particular school site. In building a professional leadership capacity, the leader must become hyper self-aware and able to understand himself/herself as a person and as a leader. The leader does this through specific leadership actions in inquiry, reflecting and connecting. We separate these three key habits of mind of a successful leader in this category, knowing they do not connect precisely to the CPSELS in the straightforward way that other standards do, but being certain that they are three habits of mind and heart that are the core data for improvement, rarely does a leader make consistently sound decisions about how to school move forward. This outcome is directly related to Role 1 because the change processes in a school involve teaching and learning and professional development and require data to inform decisions. However, in this role, you as a leader are examining the micro-political work a leader does to effect change. The leader as reflector is and will continue to be the mark of the successful leader, and connecting with the human actors in the school and community – teachers, staff, children, parents, community members – and being able to resolve conflicts that occur between and among any of these persons is one of the daily responsibilities of the leader.

For this role and its outcomes, you should have experiences in:

- Analyzing and using the processes of change and reform, including the cycle of inquiry.
- Using the cycle of inquiry in a change project
- Examining your role as a micro-political actor in effecting change processes – how do you get buy-in for change?
- Reflecting on leadership perspectives and interpersonal assets and issues; setting and carrying out individual objectives related to leadership style and effective interpersonal communication.
- Having substantive conversations with other principals about these leadership roles
- Reflecting on solving conflicts
- Examining and re-examining yourself and your role as a leader.
- Keeping a balance in your work and professional life by doing something you care about.

3a Candidate will develop and practice cycles of inquiry.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|---|----------------------------------|----------------|-------------------------------|
| <i>Candidate demonstrates the understanding of the organization, structure and cultural context of schools as these relate to change and reform.</i> | | | |
| <i>Candidate demonstrates skills in shared decision-making, problem-solving, change management, planning, conflict management and evaluation; fosters and develops these skills in others; encourages and inspires others to higher levels of performance, commitment, and motivation. (CCTC 14a; CCTC 14f; CCTC 14g)</i> | | | |

| Role 3a | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|--|---|-----------------------------------|
| 3a Candidate will develop and practice cycles of inquiry. | | |

3b Candidate will demonstrate the ability to be reflective with self and with peers, interrogate his/her identity, and demonstrate a high degree of social and emotional intelligence.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|---|----------------------------------|----------------|-------------------------------|
| <i>Candidate reflects on personal leadership practices and recognizes their impact and influence on the performance of others; engages in professional and personal development.(CCTC 14e; 14h)</i> | | | |
| <i>Candidate sustains personal motivation, commitment, energy and health by balancing professional and personal responsibilities. (CCTC 14g)</i> | | | |
| <i>Candidate is able to view oneself as a leader of a team by clarifying the roles and relationships of individuals within the school, but also view oneself as a member of a larger team. (CCTC 15a)</i> | | | |

| Role 3b | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|---|---|-----------------------------------|
| 3b Candidate will demonstrate the ability to be reflective with self and with peers, interrogate his/her identity, and demonstrate a high degree of social and emotional intelligence. | | |

3c Candidate will demonstrate the ability to build relational trusts in colleagues and is able to solve interpersonal conflicts.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|--|----------------------------------|----------------|-------------------------------|
| Candidate models personal and professional ethics, integrity, justice and fairness and expects the same behavior from others; protects the rights and confidentiality of students and staff; uses the influence of the office to enhance the education program, not personal gain. (CCTC 14b; CCTC 14j; CCTC 14k) | | | |
| Candidate can identify and assess barriers to accomplishing the vision. (CCTC 10d) | | | |

| Role 3c | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|---|---|-----------------------------------|
| 3c Candidate will demonstrate the ability to build relational trusts in colleagues and is able to solve interpersonal conflicts. | | |

Role 4: Leader as Community Organizer

CPSEL Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

CPSEL Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

What should be considered for this role:

This role and these standards require the leader of a school organization to see himself or herself as a person who thinks and works like a community organizer, listening to all constituencies, but keeping at the forefront of the work the ability to engage underserved and often invisible parents and community into the school and into the decision-making at the school. The leader has to be able to establish clear and productive ways of communicating to parents, caregivers, and the larger school community. The leader must understand that part of his or her role is one of public relations. That includes understanding public policy well enough to be able to articulate it to diverse audiences in the school community. The site leader must be able to understand the school's needs and garner financial and community resources in the service of the students and families in the school. In order to accomplish this, the site leader must understand the school community – its assets and issues – in order to productively advocate for the school and families. The site leader is the ambassador for his or her school and must hone skills in effective public speaking and conflict management. The leader must be able to understand and navigate the areas of race and class, particularly the issue of dominant and invisible power structures in the community, in dealing with students, parents, teachers and staff so that the school can become a place of equitable educational outcomes for all students and subgroups of students.

For this role and its outcomes, you should have experiences in:

- Examining and articulating a vision of equity. (outcome 5) to students, parents, and the larger community.
- Examining and reflecting on his/her personal attitudes and actions towards persons of different races, socioeconomic status, cultures, religions, and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities.
- Reflecting on how their attitudes and actions support or diminish the goal of ensuring that all students have equitable access to education. with respect to race and class and setting clear objectives for acting on those issues.
- Communicating effectively, including honing public speaking skills and making effective presentations.
- Mapping the school community to fully understand the assets and issues of the community.
- Facilitating parent and community involvement and parent education activities that support student success.
- Mobilizing and leveraging school and community support services to foster the equitable success of all students

4a Candidate will demonstrate the ability to engage family and community stakeholders in student learning outcomes.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|---|---|-----------------------|--|
| <i>Candidate demonstrates the ability to facilitate parent involvement and parent education activities that support student success. (CCTC 13G)</i> | | | |
| <i>Candidate communicates information about the school on a regular and predictable basis through a variety of media; candidate can report accurate records of school performance (to the public). (CCTC 15c; CCTC 13f)</i> | | | |
| <i>Candidate demonstrates the ability to open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement. (CCTC 13a)</i> | | | |
| <i>Candidate demonstrates how to incorporate information about family and community expectations in school decision-making and activities. (CCTC 13e)</i> | | | |

| Role 4a | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|--|---|-----------------------------------|
| 4a Candidate will demonstrate the ability to engage family and community stakeholders in student learning outcomes. | | |

4b Candidate will demonstrate the ability to analyze the community, discuss the dominant and invisible power structures that affect the school community and form relationships with parents who are part of invisible communities for the purpose of involving in schools.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|--|----------------------------------|----------------|-------------------------------|
| <i>Candidate demonstrates ability to address equity, fairness and respect among all members of the school community. (CCTC 11f)</i> | | | |
| <i>Candidate demonstrates that he or she can recognize and respect the goals and aspirations of diverse family and community groups. (CCTC 13b)</i> | | | |
| <i>Candidate is able to value diverse community stakeholders and treat them with fairness and respect. (CCTC 13c)</i> | | | |
| <i>Candidate is able to demonstrate responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision-makers in the school community. (CCTC 13a; CCTC 15c)</i> | | | |

| <u>Role 4b</u> | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|----------------|--|----------------------------|
| | | |

4c Candidate will demonstrate the ability to marshal resources in the service of school outcomes.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|--|----------------------------------|----------------|-------------------------------|
| <i>Candidate demonstrates an understanding of how to strengthen the school through the establishment of community, business, institutional and civic partnerships. (CCTC 13e)</i> | | | |
| <i>Candidate demonstrates that he or she can support the equitable success of all students and all subgroups of students by mobilizing and leveraging school and community support services. (CCTC 13d)</i> | | | |
| <i>Candidate demonstrates an understanding of how he or she can work with governing board, district, and/or local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CCTC 15d)</i> | | | |

| Role 4c | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|--|---|-----------------------------------|
| 4c Candidate will demonstrate the ability to marshal resources in the service of school outcomes. | | |

Role 5 Leader as Change Agent In a Democracy

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

This program role is the overarching and foundational program direction. Thus the field work for this role is directly related to several final or summative assessments, and the documentation that is provided here should reflect those assessments. The objective is not to repeat other roles and leadership work, but to have another lens, through these clear outcomes about you as a change agent in a democracy, through which to reflect and document your work.

What should be considered for this role

This role requires the leader to establish and continue to refine a vision for schooling and leadership of schools that is consistent with his or her active participation in a democracy and the role of schools in preparing citizens of a democracy as a primary outcome of K-12 education. Thus the candidate should consider the requirements of the summative assessments for this role and the program and think of intentional and purposeful ways you have gone about building your knowledge, skills and dispositions as a democratic leader. Your continued reflection and engagement in this arena will be the defining way you approach your leadership role and work with teachers, parents and community to offer the best opportunities for the K-12 students who you serve.

For this component and its outcome, you should have experiences in:

- **Examining and articulating a vision of equity to parents, students, and larger community**
- **Examining and reflecting on his/her personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions, and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities**
- **Mapping the school community to fully understand the assets and issues of the community**
- **Developing effective strategies to broker the system for students who need additional support to succeed**
- **Examining school-based intervention programs, resources, practices for diverse student populations**
- **Developing leadership skills and strategies to support and encourage distributed leadership**

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|---|----------------------------------|----------------|-------------------------------|
| <p><i>Candidate is able to develop and refine a personal vision of education and instruction that (1) responds to the concerns and needs of students, parents, teachers and communities; (2) includes discussion, debate, and articulation of the purposes of schooling in a democratic society; and (3) demonstrates an understanding of the processes of change and reform in schools. (CCTC 10A; CCTC 10b; CCTC 15f)</i></p> | | | |
| <p><i>Candidate knows how to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. (CCTC 10a; CCTC 11c)</i></p> | | | |
| <p><i>Candidate is able to communicate the shared vision so that the entire school community understands and acts on the school's mission to become a standards-based education system.(CCTC 10b)</i></p> | | | |

| Role 5a | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|---|---|-----------------------------------|
| <p>5a Candidate will articulate a shared vision of educational change in developing a just and democratic society.</p> | | |

5b Candidate will examine and address the complexities of diversity and equity in the classroom, the school, the community and in the society.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|--|----------------------------------|----------------|-------------------------------|
| <i>Candidate demonstrates the ability to examine his or her identity as a person and a leader within a diverse society and analyze how his or her identity impacts the ways he or she leads. (CCTC 14e)</i> | | | |
| Candidate demonstrates ability to address equity, fairness and respect among all members of the school community. (CCTC 11f) | | | |
| <i>Candidate demonstrates that he or she can recognize and respect the goals and aspirations of diverse family and community groups. (CCTC 13B)</i> | | | |
| <i>Candidate is able to value diverse community stakeholders and treat them with fairness and respect.(CCTC 13c)</i> | | | |
| <i>Candidate is able to demonstrate responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision-makers in the school community. (CCTC 15c)</i> | | | |

| Role 5b | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|---|---|-----------------------------------|
| 5b Candidate will examine and address the complexities of diversity and equity in the classroom, the school, the community and in the society. | | |

5c Candidate demonstrates the ability to navigate the political context of schools in districts, state and national arenas for the purpose of advocating and influencing social justice, equitable and democratic outcomes.

Documentation of CCTC Competencies

| Candidate Competency | Specific and Detailed Experience | Length of Time | Date (Month/Year) & Signature |
|--|----------------------------------|----------------|-------------------------------|
| <i>Candidate demonstrates that he or she can support the equitable success of all students and all subgroups of students by mobilizing and leveraging school and community support services. (CCTC 10c; CCTC 13d)</i> | | | |
| <i>Candidate demonstrates an understanding of how he or she can work with governing board, district, and/or local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CCTC 15d)</i> | | | |

| <u>Role 5c</u> | Summary of Field Work from EDAD 615 that Addresses this Competency | Site/University Supervisor |
|--|---|-----------------------------------|
| 5c Candidate demonstrates the ability to navigate the political context of schools in districts, state and national arenas for the purpose of advocating and influencing social justice, equitable and democratic outcomes. | | |