

CSUN

MICHAEL D. EISNER
COLLEGE OF EDUCATION

California State University, Northridge
Department of Educational Leadership and Policy Studies

Fieldwork in Administration
HANDBOOK

For
School District Fieldwork
Supervisors and/or Principals

2022 - 2023

Table of Contents

- **Introductory Letter to School District Fieldwork Supervisor/Principal Page 3**
- **Mentoring Suggestions for School District Fieldwork Supervisor/PrincipalPage 5**
- **Bi-weekly Fieldwork Update Template (*minimum of 7*)..... Page 6**
- **Suggested Fieldwork Experiences Page 7**
California Administrator Performance Expectations (CAPE)
California Professional Standards for Education Leaders (CPSEL)
California Administrator Content Expectations (CACE)
- **CACE/CAPE Activities and Artifacts Template (*minimum of 18*) Page 34**
- **Fieldwork Portfolio Rubric.....Page 40**
- **Supervisor(s) Fieldwork Assessment Form Page 42**



Department of Educational Leadership and Policy Studies (ELPS)

To: School District Fieldwork Supervisor
 Fr: **Instructor**, Dept of Educational Leadership & Policy Studies
 Re: Mentoring of ELPS 688 Fieldwork **Candidate:** _____

Congratulations on having personnel on your staff that are in the process of completing their Masters in Educational Administration and/or the Preliminary Administrative Services Credential programs. This is being forwarded with the intent of both introducing myself to you and providing you with a brief overview of the work that the candidate will be completing during their ELPS 688 Fieldwork course in our program. We ask School District Fieldwork Supervisors to take time during the semester, and potentially, long after the program requirements have been completed, to provide coaching, advice, and support (i.e., be a mentor) to the candidate.

ELPS 688-Fieldwork

As you will recall, you signed the candidate's application authorizing fieldwork at your site. As part of the course work for the program, School District Fieldwork Supervisors are asked to participate in a number of activities. These include:

- Assisting the candidate in locating meaningful Shadowing experiences (one elementary and one secondary). We ask that you allow the candidate to shadow an administrator at the school site where they are employed as well as a second location. We want the candidate to be provided the opportunity to observe skilled administrators in action. We also want to introduce them to other grade levels or types of positions that they might be interested in as they pursue their careers. Due to the Covid Pandemic we are allowing the candidate to shadow in-person at their site and utilize a zoom interview protocol for the additional shadow experience.
- Reviewing the California Commission on Teacher Credentialing- California Administrator Content Expectation (CACEs) and California Administrator Performance Expectations (CAPEs) that the program emphasizes and helping your advisee to gain exposure to a variety of real-life experiences in these areas.
- And most important, provide the candidate with as many **day-to-day administrative leadership activities** to observe and participate in as possible. A copy of our *Suggested Fieldwork Activities*, developed by school administrators, may also provide additional ideas, and is included in this handbook.

- Candidates are expected to do these duties approximately 1 to 2 hours per day (we understand that some days may be longer, some shorter depending on what is going on in school; however, it should be about 5-10 hours a week in total).
- Candidates have been asked to communicate/meet with their School District Fieldwork Supervisor at least once a week to discuss what they did over the last week and what they and you think they should plan on for the next week.

Think of this individual as being an “intern” assigned to you and have them assist you in completing your duties and responsibilities. These activities should not be completed during the “teaching” day. At the secondary level the candidate may complete them during their “prep” time with your approval.

Also, for your information - the candidate we are working with will provide me a bi-weekly report describing their experiences and the time they put in on them. They will also be preparing to participate in other course work during the semester.

Thank you for taking the time to provide your insights, expertise, and support. While I will confer with you again near the conclusion of the program, I also want you to feel free to contact me if anything occurs that you want to share (my email address is: [@csun.edu](mailto:csun.edu) and office phone is 818 677-).

Mentoring Suggestions for School District Fieldwork Supervisor/Principal

1. Provide on-going coaching, guidance, and assistance to the university candidate throughout their fieldwork experience.
2. Communicate with university supervisor as needed.
3. Provide ongoing advice and feedback to the candidate and the faculty advisor on projects, changes and/or concerns.
4. Be available to answer questions the candidate may pose by e-mail, phone, Zoom and/or in-person as needed.
5. Complete the *Fieldwork Exit Form* – assessing knowledge, skills, and dispositions of the candidate. Request a conference with the candidate and faculty advisor if there is a concern about these.

ELPS 688 Bi-Weekly Fieldwork Update # _____
Canvas PDF Submission
Spring 2022 Semester

Name:	
Date: [two weeks] Included in this update:	Times
Activities experienced or observed:	
What did you learn from these experiences?	

Bi-Weekly Fieldwork Updates
(minimum of 10 hours per update)
February 11, February 25, March 11, April 1, April 15, April 29, May 13, 2022

SUGGESTED FIELDWORK EXPERIENCES

California Professional Standards for Education Leaders (CPSEL) California Administrator Performance Expectations (CAPE)

CPSEL Standard 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

CAPE 1A:

- New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

CAPE 1B:

- New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individuals and entities within the California education system that shape staff and community involvement.

CAPE 1C:

- 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.

SUGGESTED FIELDWORK EXPERIENCES

- Review professional journals and articles, attend leadership conferences and forums that focus on trends in educational leadership to further build your understanding, professional practice, and skill sets.
- Participate in the planning and conducting of a collaborative vision building protocol with faculty and/or parent/teacher councils. (SWOT, Visionary Schoolhouse, etc.) Document and communicate the vision to all stakeholders.
- Plan and participate in professional development that addresses how to develop, implement, articulate, and evaluate the school's vision. Participate in the discussions and planning to bring it to your school.
- Participate in the development of accountabilities to evaluate whether the collaborative vision is being implemented as intended.
- Review and align your District's vision and goal statements with your school's vision and goals.
- Participate in the planning and delivery of professional developments that address the school's vision for stakeholder groups.
- Participate in the planning and implementation of professional development designed to

align the technology program to the school vision.

CPSEL Standard 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

CAPE 2A:

- 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.

CAPE 2B:

- New administrators understand the role of the instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning.

CAPE 2C:

- 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.

CAPE 2D:

- 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.

SUGGESTED FIELDWORK EXPERIENCES

- Attend a mental health seminar to learn more about mental health conditions that affect student achievement.
- Plan a Professional Development that shares researched based best instructional practices for working with ELL, special education, and gifted students.
- Conceptualize, 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.
- Participate in Instructional Rounds to collect data on a specific instructional focus area when visiting classrooms.
- Assist in designing positive behavior approaches that promote both student improvement and high expectations of all students.
- Guide and support new teachers with classroom lesson planning, analyzing student work, understanding formative assessments, and classroom management.
- Demonstrate to a group of teachers how to integrate technology in the classroom to

create dynamic lessons, individualized intervention, and enhance student creativity.

- Assess the level of technology available in the school, the expertise of staff, and the ongoing resources to support technology in the future.
- Plan activities in the curriculum that focus on building career and college readiness skills for all students.
- Demonstrate how to read and analyze assessment data and guide teachers through the different steps of how to use data to change instructional practice.
- Assist in preparing and conducting self-assessment surveys to all staff to self-monitor their growth and reflect on progress of their professional learning.

CPSEL Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

CAPE 3A:

- New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, and academic learning, and well-being.

CAPE 3B:

- New administrators know the importance of established structures, policies, and practices that lead to all students graduating ready for college and careers.

CAPE 3C:

- New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students, and families.

CAPE 3D:

- New administrators know how effective management of staff and the school's budget supports student and site needs.

SUGGESTED FIELDWORK EXPERIENCES

- Participate in the development or updating of the School Plan.
- Participate in the planning and execution of emergency procedure drills.
- Coordinate campus needs assessments to align campus goals and priorities to the School Plan.
- Participate in the development of a professional development needs assessment for faculty and/or staff.
- Guide teachers in establishing plans and procedures for instructional improvement, classroom management techniques and assessment.

- Identify and restructure some aspect of the school's curriculum that the faculty agrees needs improvement and present a plan to the faculty.
- Assess the school's current Student Handbook and/or Faculty Handbook and make recommendations for its improvement.

CPSEL Standard 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

CAPE 4A:

- New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.

CAPE 4B:

- 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.

SUGGESTED FIELDWORK EXPERIENCES

- Involvement and participation in an established community organization outside of school.
- Ability to explain to stakeholders the connection between Federal, State, and District education guidelines and responsibilities.
- Development of a resource list for parents/community members that addresses social services as well as other needed resources.
- Establish, coordinate, and lead parent education classes based on a needs assessment or district guidelines.
- Complete an environmental scan of the school and the community at large that identifies strengths, weaknesses, threats, and opportunities to your school.
- Establishment of communication procedures for parents, teachers and community that may include, but not be limited to, newsletters, weekly bulletins, monthly bulletins, and a webpage.
- Plan and coordinate school sponsored programs for parents and community.
- Develop and distribute a Parent Handbook/Bulletin that addresses local school procedures.

CPSEL Standard 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

CAPE 5A:

- New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.

CAPE 5B:

- New administrators develop and know how to use 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.

CAPE 5C:

- New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.

SUGGESTED FIELDWORK EXPERIENCES

- Adhered to ethical procedures related to recruitment, selection, hiring, recruitment, and development of school staff.
- Employment of strategies to respond to unintended consequences related to decisions and/or school events.
- Ability to apply the principles of conflict resolution, student disciplinary procedures, including manifestation determination for serious offenses and the management of school climate.
- Facilitate strategies that will lead to team building, consensus building and conflict resolution.
- Participate in formal and informal conversations that focus on ethics, fairness, respect, justice, and integrity. Identify behaviors that model these attributes and practice them.
- Lead discussions at a faculty and staff meeting about connections between integrity, fairness, and ethics and the necessity of a nurturing, supportive learning environment for all students, faculty, and staff.
- After an analysis to determine if all students at your school have equitable access to all core curriculum, assist in establishing systems and structures designed to support those students where data has indicated that equal access has not been provided.
- Assist in identifying obstacles that limit group effectiveness and plan a professional development to address them and model a process to eliminate them.

CPSEL Standard 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

CAPE 6A:

- New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger community.

CAPE 6B:

- New administrators understand that they are a spokesperson for the school's accomplishment and needs.

SUGGESTED FIELDWORK EXPERIENCES

- Facilitated advisory or decision-making council meetings where the federal, state and district laws and/or policies were presented in conjunction with local school/district policies and procedures.
- Become an active member of the leadership organization(s) (SBM, SSC, SLC) and advisory council(s) (ELAC, CEAC) in your school. Assume as many positions of leadership as possible as a council member by presenting to the group and serving as liaison to teachers.
- Conduct a review of current school demographic data identifying all school subgroups. Examine school programs, attendance data, behavior and suspensions, referrals for SST and/or assessments, GATE identification, etc. Analyze information to assess whether all subgroups have equal access to their educational rights. Present information to staff.
- Presented and developed school budget(s) following district, state, federal guidelines.
- Attend school governance meetings – SSC, SBM, School Leadership Team meetings, ELAC, CEAC – to observe leadership practice in action.
- Researched and addressed current rights and protections issues which resulted in the development of student/parent/teacher handbook.
- Participated, developed, and monitored the implementation of restorative justice practices that included a positive behavior support plan.
- Participated in a hiring committee of new faculty/staff members and co-authored questions to be asked of candidates by the committee.
- Evaluated technology programs prior to recommending them for purchase by the school.
- Developed, presented, and distributed School Master Calendar to staff for approval.
- Established record keeping procedures related to site-based programs (fiscal, legal, technology, etc.).

California Administrator Content Expectations (CACE)

Preamble to the Content Expectations and Performance Expectations

Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being. California leaders recognize, respect, and utilize each student's strengths, experiences, and background as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.

Throughout the sets of CACE and CAPE, reference is made to "all students" or "all TK-12 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, culture, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the CACE and CAPE.

Foundational Content Expectations present in all standards:

- Student-centered learning and well-being
- Cultural Proficiency
- Systems Knowledge
- Data Use
- Collaboration
- Communication Skills
- Continuous Improvement
- Change Process
- Evidence-based Practice

A. DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

CACE 1A: Developing a Student-Centered Vision of Teaching and Learning During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- The process of developing a collaborative, evidenced-based, student-centered vision that promotes equitable achievement and the linguistic, cultural, social-emotional, behavioral, mental health and physical development of each student.
- The various social, economic, and cultural contexts within the school-community that can be used to inform the school's mission and vision.
- The alignment of the school's mission, vision, and goals with those of the district.
- The ways school plans, programs and activities are derived from the vision

CACE 1B: Developing a Shared Vision and Community Commitment During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Contextually appropriate communication strategies to use with diverse stakeholder groups.
- Skills, strategies, and practices critical to facilitating the development of a school-wide vision through consensus building.
- Skills and strategies for effectively communicating the shared vision.

A. DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

CACE 1C: Implementing the Vision During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Multiple sources of data used to inform the development, implementation, and assessment of school improvement plans reflecting the school's mission, vision, and goals for equitable learning opportunities.
- Strategies to engage staff and the school community in identifying barriers to implementing the vision and making decisions to guide continuous improvement.
- Strategies for using data to continuously monitor and update progress of the school's growth plan and outcomes.

B. INSTRUCTIONAL LEADERSHIP

CACE 2A: Personal and Professional Learning During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Strategies to set standards-based expectations and build professional plans to promote growth in teachers, staff, and administrators.
- Strategies to facilitate collaboratively developed individual and collective professional development plans.
- Evidence-based strategies and resources for addressing potential problems of practice.
- Discriminatory practices, personal and institutional biases that hinder addressing the diverse needs of all students.

CACE 2B: Promoting Effective Curriculum, Instruction, and Assessment During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- State standards and student assessment processes.
- The relationship among expectations for students, their learning, and outcomes.
- Effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all learners.
- The use of multiple measures to determine academic growth and success.

CACE 2C: Supporting Teachers to Improve Practice During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Elements of adult learning theory for the purpose of supporting staff members to improve instructional practices.
- Features and models of a culture of continuous improvement.
- Use of California state and other professional standards that guide educator development.
- Effective, research-based, professional learning systems and strategies that lead to equitable learning opportunities.

CACE 2D: Feedback on Instruction During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Multiple coaching strategies.
- Tools, strategies, and skills necessary for effective feedback to improve instruction.
- Strategies to make data-based decisions that guide equitable and effective instructional practices.

C. MANAGEMENT AND LEARNING ENVIRONMENT

CACE 3A: Operations and Resource Management During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- The fundamentals of resource and system management and ways they are coordinated and leveraged to promote learning.
- School routines and procedures that ensure access to learning opportunities and resources.
- The application of local policies, state laws, and federal requirements that address health, safety, well-being, and confidential information.
- Technology to facilitate and enhance operations, communication, and collaboration.

CACE 3B: Managing Organizational Systems and Human Resources During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Collective bargaining and employee evaluation processes.
- Classroom structures, schedules, and grouping practices that impact teaching and learning.
- Management practices to ensure Individual and collective accountability is bias-free.

CACE 3C: School Climate During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Theory, research, and best practices related to conflict resolution, restorative justice, and positive behavioral interventions.
- Equitably-applied tiered disciplinary practices and student-centered behavior management principles to create a sense of belonging that promotes a safe and productive learning environment.
- Discriminatory practices, signs of trauma, manifestations of mental illness and culturally responsive, positive, and restorative responses.
- Relationship and impact of social-emotional development, culture, and climate on student achievement.

CACE 3D: Managing the School Budget and Personnel During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- The role of classroom observations for informing instructional effectiveness in accordance with LEA policy.
- Variety of data used to determine instructional effectiveness and provide feedback on instructional decisions.
- Foundational laws, regulations, and accounting procedures relating to school finance, federal and state program funding, and local allocations.
- The value of collaboration and transparency in the development and management of the school budget to support school's vision, goals, and improvement plans.
- Strategies to identify, analyze, and prioritize organizational needs and opportunities.

D. FAMILY AND COMMUNITY ENGAGEMENT

CACE 4A: Parent and Family Engagement During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- The value of collaborating with and engaging families and community in discussions and decisions to improve learning for all students.
- Communication and collaboration skills and strategies to involve families in decision-making about their child's education and well-being.
- Strategies to identify and address the diverse expectations, needs, goals, and aspirations of family and community groups.

CACE 4B: Community Involvement During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Collaborative decision-making and consensus-building to develop shared commitments and responsibilities.
- Broad community, family, agency, and organization outreach to promote and provide for the health, safety, and well-being of all students.
- The range of community resources and ways in which to connect families to appropriate agencies to help address difficult or complex problems and issues that may arise.
- Facilitation of a strong network of support of all school staff including physical and mental health professionals.

E. ETHICS AND INTEGRITY

CACE 5A: Reflective Practice During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Self-reflection as a means to consider the effect of personal actions on others.
- Theories and concepts related to self-reflection, personal responsibility, and professional growth.
- Multiple sources of information used to guide reflective practice for continuous improvement.
- Tools and instruments used to identify areas of personal bias that undermine culturally competent leadership.

CACE 5B: Ethical Decision-Making During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Strategies to identify and address institutional barriers (derived from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination) that prevent equitable outcomes.
- Ways to analyze equity gaps that affect school wide improvement.
- The value of informed stakeholder engagement in addressing critical school issues .

CACE 5C: Ethical Action During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Characteristics and examples of ethical actions and behaviors related to student learning and school improvement.
- The relationship of leader dispositions and behavior on the entire school community.

EXTERNAL CONTEXT AND POLICY

CACE 6A: Understanding and Communicating Policy

During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- The relationships that exist among political, social, and cultural factors and their influence on local school and district decisions.
- Effective strategies for communicating education governance and policy and their impact on schools to a wide range of stakeholders.
- The relationships among various local, state, and federal agencies affecting schools in California.
- Issues, trends, and potential changes that could affect education.

CACE 6B: Representing and Promoting the School During preliminary preparation, aspiring administrators develop knowledge and understanding of:

- Multiple communication and presentation strategies appropriate for various school stakeholder groups.
- Advocacy strategies for promoting the school to a variety of stakeholder groups.
- The importance of leveraging relationships among community groups to support and improve education.

CACE 1
DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

CACE 1A: Developing a Student-Centered Vision of Teaching and Learning

CACE 1B: Developing a Shared Vision and Community Commitment

CACE 1C: Implementing the Vision

SUGGESTED FIELDWORK EXPERIENCES

a. Major theories and concepts in educational leadership

- Review professional journals and articles, attend leadership conferences and forums that focus on trends in educational leadership to further build your understanding, professional practice, and skill sets.

b. Relationships between leadership theory and practice in the context of contemporary educational issues in California

- Conceptualize, develop, and implement strategies that connect the rhetoric of leadership theory to your practice at your school site.
- Think specifically of the systems, structures and organizational behaviors that make these connections become part of the school site culture.
- Attend school governance meetings – SSC, SBM, School Leadership Team meetings, ELAC, CEAC – to observe leadership practice in action.
- Analyze the time allotted for collaborative work and propose changes that would improve or enhance the use of the time. (collaborative)
- Participate in the planning and execution of emergency procedure drills. (autocratic)

c. Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies

- Participate in the planning and conducting of a collaborative vision building protocol with faculty and/or parent/teacher councils. (SWOT, Visionary Schoolhouse, etc.)
- Document and communicate the vision to all stakeholders.
- Plan and participate in professional development that addresses how to develop, implement, articulate, and evaluate the school's vision.
- Participate in the discussions and planning to bring it to your school.
- Participate in the development of accountabilities to evaluate whether the collaborative vision is being implemented as intended.

d. Components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students

- Plan and facilitate ongoing discussions and review of multiple measures of student data, including formative and summative assessments and informal data, with grade levels, departments, professional learning communities, staff, and/or parents to ensure that data is supporting teaching and learning and is the basis of the school vision.
- Analyze multiple measures of student data (summative, formative, formal, informal) and identify areas of student strength and weakness.
- Present this analysis to staff for inclusion in the development of the vision.

e. Skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals

- Review and align your District's vision and goal statements with your school's vision and goals. Review your school's vision.
- Depending upon the school vision:
Assist in planning and facilitating meetings/professional development sessions with teachers about common core and instructional delivery, assessments, strategies for achievement, etc.
- Serve as a member of the instructional leadership team.
- Facilitate meetings about PBIS.
- Develop a plan to engage parents in a more meaningful way as partners in the education of their children.
- Implement the plan with parent groups as appropriate.

f. Identify and understand the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts

- Read educational journals, newspapers, and professional organization reports to understand current issues and trends affecting schools in California.
- Analyze what the impact is or might be to your school. Develop possible implementation plans as it affects your school.
- Share the plans with your administrator.
- Keep the staff and parents up-to-date by presenting the information at staff and parent meetings as appropriate.

g. Public school governance in California, including the structure and organization

of public schooling and the roles and responsibilities of various individuals and system components

- Become an active member of the leadership organization(s) (SBM, SSC, SLC) and advisory council(s) (ELAC,CEAC) in your school.
- Assume as many positions of leadership as possible as a council member by presenting to the group and serving as liaison to teachers.

h. The relationships between federal, state, and local educational policies and practices in ensuring equitable, democratic public education for all students

- Conduct a review of current school demographic data identifying all school subgroups. Examine school programs, attendance data, behavior and suspensions, referrals for SST and/or assessments, GATE identification, etc.
- Analyze information to assess whether or not all subgroups have equal access to their educational rights.
- Present information to staff.

i. Examine and respond to equity issues related to race, diversity, and access, using inclusive practices

- After an analysis to determine if all students at your school have equitable access to all core curriculum, assist in establishing systems and structures designed to support those students where data has indicated that equal access has not been provided.
- Design a meaningful intervention program for a group or groups of students. Participate in the planning and facilitating of positive behavior support training. Design and implement student recognition activities.
- Participate In planning and facilitating trainings that address cultural differences in the school site. Plan and implement programs and activities to address the issues created by cultural differences.

j. Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers

- Conduct a culture/climate needs assessment with stakeholders (staff, parents, students) to assess the potential barriers to implementing and accomplishing the school vision.
- Develop a plan of action to find ways to address and overcome the identified barriers. Share the plan with administrators and other groups as appropriate.
- Plan and implement team-building activities for stakeholders.

- Organize focus groups of students, teachers, and parents to discuss their concerns.
- Participate in the planning and facilitation of discussions that address cultural differences on your campus if appropriate.

k. Shape school program, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision

- Participate in the planning and delivery of professional developments that address the school's vision for stakeholder groups.
- Assess what school structures are in place for collaboration and articulation of the school vision. Adapt the existing structures to provide coherence across all grade levels in all content areas.
- Participate in the development and implementation of a leadership team that is representative of all grade levels/departments that meets on a regular basis to discuss and review each grade level/department's work, goals, progress, etc. Participate in establishing and facilitating collaborative professional learning communities for all teachers that meet at least weekly during their established planning time to discuss student data, common formative assessments, student growth, intervention plans, etc.
- Plan and arrange for vertical dialogues between grade levels/departments. Participate in writing the Single School Plan.
- Participate in applying for California Gold Ribbon State Schools Program if appropriate.

l. Facilitate the comprehensive integration of technology to support achievement of the vision

- Assess the level of technology available in the school, the expertise of staff, and the ongoing resources to support technology in the future.
- Participate in the planning and implementation of professional development designed to align the technology to the school vision.
- Organize and establish a technology leadership team that develops a school-wide technology plan.

m. Communicate about, model, and hold oneself and others accountable for exhibition of personal and professional ethics, integrity, justice, and fairness

- Participate in formal and informal conversations that focus on ethics, fairness, respect, justice, and integrity. Identify behaviors that model these attributes and practice them.
- Be transparent in the decision making of a project you are leading. Listen to all input before making a decision.
- Demonstrate that students come first when making a choice.
- Read and internalize the ethics policies of the school and the District.
- Conduct research about programs that focus on justice and fairness that add value to the school. (restorative justice, peer mediation)

n. Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups

- Analyze the budget and align the financial resources to student needs based on a review and analysis of all available data, including academic, social, emotional, behavioral, cultural data.
- Participate in the establishment of a budget committee made up of key stakeholders. Ensure that all budget decisions are transparent.
- Participate in the SSC and meetings regarding LCFF and LCAP.

o. The importance of communicating information about the school on a regular and predictable basis to all families through a variety of media and ensuring that all constituents have ample access to information sources

- Develop a newsletter for parents and community designed to reach all constituencies using a variety of media with translations as appropriate.
- Develop a website for parents and community that is current highlighting pertinent information with translations as appropriate.
- Attend monthly meetings with the Principal (Coffee with the Principal).

p. Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision-making

Assist in the planning, preparation and facilitation of consensus building and decision making trainings for all stakeholder groups and leadership councils.

Participate in leadership groups and councils modeling skills in consensus-building and decision making.

q. Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator.

- Attend professional job-alike meetings, conferences, professional organization meetings to form a network of colleagues to enhance your professional knowledge.

r. Understand the roles of a broad range of support staff and mental health professionals

- Interview all school support staff to understand their roles and the type of support they provide to students, families, and staff.

s. Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals

- Coordinate support staff's participation in staff development and parent meetings designed to describe their roles and areas of expertise to support students, families, and staff.
- Invite and coordinate support staff's participation in staff activities, school-wide events, weekly teacher collaborative meetings, SST meetings, and parent activities to ensure they feel part of the staff and can share expertise.

t. Understand how to identify and access resources to help address difficult or complex problems and issues that may arise

- Research available resources using technology, human resources (including colleagues and support staff), memos, handbooks, and community to address problems and issues that are specific to your school.
- Build a resource list from this research for the school.
- Share the resource list with support personnel, parents, and teachers.

CACE 2
INSTRUCTIONAL LEADERSHIP

CACE 2A: Personal and Professional Learning

CACE 2B: Promoting Effective Curriculum, Instruction, and Assessment

CACE 2C: Supporting Teachers to Improve Practice

CACE 2D: Feedback on Instruction

SUGGESTED FIELDWORK EXPERIENCES

- a. Participate in classroom walk-throughs checking to see if lessons reflect Common Core and California Content Standards.
- b. Attend a mental health seminar to learn more about mental health conditions that affect student achievement.
- c. Model to all staff through actions and communications the belief that every child is capable of achieving at their highest level.
- d. Plan a Professional Development that shares researched based best instructional practices for working with ELL, special education, and gifted students
- e. Provide feedback to teachers in content or grade level meetings on how to analyze student work.
- f. Participate in Instructional Rounds to collect data on a specific instructional focus area when visiting classrooms.
- g. Engage with staff in ways to examine multiple assessment tools used to continuously evaluate student learning.
- h. Assist in designing positive behavior management systems that promote both student improvement and high expectations of all students.
- i. Guide and support new teachers with classroom lesson planning, analyzing student work, understanding formative assessments, and classroom management.
- j. Share photos and other visual evidence of dynamic learning environments to all staff.
- k. Develop a Professional Development Calendar based on data from instructional needs assessments.
- l. Assist in creating a series of questionnaires that asks staff to continuously reflect on their areas of weakness and strengths and help to build systems of support for improvement.
- m. Assist in establishing classroom structures that promote student group work, student inquiry, student talk and a positive culture of learning.

- n. Engage parents and guardians in parent training sessions to learn more about the high expectations of the instructional programs at the school.
 - o. Demonstrate to a group of teachers how to integrate technology in the classroom to create dynamic lessons, individualized intervention and enhance student creativity.
 - p. Give a demonstration lesson to new teachers that focuses on specific researched based instructional strategies that addresses a content standard that is very challenging to teach.
 - q. Model ethical responsibility by questioning discriminatory practices and eliminating biased conversations among staff.
 - r. Collaborate with others on how to differentiate lessons to meet the needs of the ELL, special needs, and gifted student population.
 - s. Cultivate and maintain a safe learning environment for all students enhancing respect and equitable treatment for all.
 - t. Assist in building ongoing schedules that allows for teachers to frequently and on a regular basis meet with each other to collaborate and calibrate their teaching.
 - u. Share a video or an article that describes how systems of oppression critically affect student learning.
 - v. Plan activities in the curriculum that focus on building career and college readiness skills for all students.
- address and clarify the teacher observation and evaluation system by using mock practices.
- x. Demonstrate how to read and analyze assessment data and guide teachers through the different steps of how to use data to change instructional practice.
 - y. Provide differentiated Professional Development sessions to meet the specific needs of individual teachers.

CACE 3
MANAGEMENT AND LEARNING ENVIRONMENT

CACE 3A: Operations and Resource Management

CACE 3B: Managing Organizational Systems and Human Resources

CACE 3C: School Climate

CACE 3D: Managing the School Budget and Personnel

SUGGESTED FIELDWORK EXPERIENCES

- a. Participate in the development or updating of the School Plan.
- b. Coordinate campus needs assessments to align campus goals and priorities to the School Plan.
- c. Participate in the development of a professional development needs assessment for faculty and/or staff.
- d. Conceptualize, 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.
- e. Collaborate with teachers on problems of grouping such as team teaching, departmentalization, etc.
- f. Guide teachers in establishing plans and procedures for instructional improvement, classroom management techniques and assessment.
- g. Identify and restructure some aspect of the school's curriculum that the faculty agrees needs improvement and present a plan to the faculty.
- h. Serve as a coordinator, academic coach, advisor, or other quasi-administrative position.
- i. Assess the school's current Student Handbook and/or Faculty Handbook and make recommendations for its improvement.
- j. Pinpoint with teachers the problems of classroom discipline and guide them in developing effective classroom management strategies.
- k. Be active in a community organization and/or participate in a community forum regarding school issues.
- l. Strategize with school/community advisory committees; for example, serve actively on an advisory committee, do a written critique of an advisory committee meeting, help to organize a parent meeting.
- m. Conduct an analytic study of the community, for example, economic conditions, community evaluation of the school, dissident groups.

- n. Be active in a community organization and/or participate in a community forum regarding school issues.
 - o. Strategize with school/community advisory committees; for example, serve actively on an advisory committee, do a written critique of an advisory committee meeting, help to organize a parent meeting.
 - p. Conduct an analytic study of the community, for example, economic conditions, community evaluation of the school, dissident groups.
 - q. Coordinate and implement various community-oriented activity nights on campus pertaining to issues relevant to parents and other stakeholders.
 - r. Lead discussions at a faculty and staff meeting about connections between integrity, fairness, and ethics and the necessity of a nurturing, supportive learning environment for all students, faculty, and staff.
 - s. Observe an advisory team made up of community leaders, social service agency representatives, parents and other stakeholders that will meet regularly to discuss current and potential issues that could affect the school learning environment.
 - t. Participate in planning and/or conduct training for staff on ways to nurture and assist financially disadvantaged families.
 - u. Help develop, coordinate, or work with educational programs that involve the community; for example, work experience, adult education, and bilingual/bicultural education programs.
 - v. Facilitate or participate in discussion and analysis of ways to address, appreciate, and respond to cultural differences in the school environment.
- join with parents and faculty/staff to create and conduct a parent survey or needs assessment.

CACE 4
FAMILY AND COMMUNITY ENGAGEMENT

CACE 4A: Parent and Family Engagement

CACE 4B: Community Involvement

SUGGESTED FIELDWORK EXPERIENCES

- a. Involvement and participation in an established community organization outside of school.
- b. Ability to explain to stakeholders the connection between Federal, State, and Local District education guidelines and responsibilities.
- c. Development of a resource list for parents/community members that addresses social services as well as other needed resources.
- d. Establish, coordinate and lead parent education classes based on a needs assessment or district guidelines.
- e. Effectively communicate and describe the procedures employed to arrive at the school vision and garner support for the vision from all stakeholders.
- f. Demonstrate public speaking skills that consider all stakeholders and their ability to comprehend your presentation.
- g. Complete an environmental scan of the school and the community at large that identifies strengths, weaknesses, threats, and opportunities to your school.
- h. Exemplary writing skills that employs professional vocabulary and yet is comprehended by all levels of stakeholders. Facilitate strategies that will lead to team building, consensus building and conflict resolution.
- i. Model an inclusive philosophy that welcomes a diverse community to your school.
- j. Establishment of communication procedures for parents, teachers and community that may include, but not be limited to, newsletters, weekly bulletins, monthly bulletins, and a webpage.
- k. Plan and coordinate school sponsored programs for parents and community: Back-To-School Night, Open House, Assemblies, Parent Conferences, etc.
- l. Lead teaching demonstration lessons for both parents and teachers.
- m. Explain the responsibilities and duties of non-teaching school personnel (clerical, custodial, cafeteria).
- n. Describe various school programs to stakeholders: GATE, Special Education, Title I, etc.

- o. Develop and distribute a Parent Handbook/Bulletin that addresses local school procedures such as Attendance, Dismissal, Emergency Procedures, etc.
- p. Describe various school programs to stakeholders: GATE, Special Education, Title I, etc.
- q. Develop and distribute a Parent Handbook/Bulletin that addresses local school procedures such as Attendance, Dismissal, Emergency Procedures, etc.
- r. Implement, describe, and distribute School Discipline procedures to stakeholders.
- s. As part of the Parent Education classes schedule “Walk Throughs” and/or “Instructional Rounds” then lead a discussion with parents.
- t. Implement and host a “Recognition” event for all School Volunteers.
- u. Invite “Community Leaders” to speak with parents/stakeholders.

CACE 5
ETHICS AND INTEGRITY

CACE 5A: Reflective Practice

CACE 5B: Ethical Decision-Making

CACE 5C; Ethical Action

SUGGESTED FIELDWORK ACTIVITIES

1. Led council meetings (parents, teachers, staff) where the federal, state and district laws (Special Education, Title 1, Bilingual, American with Disabilities Act, Gifted, etc.) were presented in conjunction with local policies and procedures.
2. Presented and developed school budget(s) following district, state, federal guidelines.
3. Researched and addressed current rights and protections issues which resulted in the development of student/parent/teacher handbook.
4. Participated, developed, and monitored the implementation of restorative justice procedures that included a positive behavior support plan.
5. Developed appropriate intervention strategies for a diverse school population, based on local school data.
6. Participated in a hiring committee of new faculty/staff members and co-authored questions to be asked of candidates by the committee.
7. Evaluated technology programs prior to recommending them for purchase by the school.
8. Developed, presented, and distributed School Master Calendar to staff for approval.
9. Established record keeping procedures related to site based programs (fiscal, legal, technology, etc.)
10. Participation in the development of a school-wide budget (committee).
11. Adhered to ethical procedures related to recruitment, selection, hiring, recruitment, and development of school staff.
12. Employment of strategies in order to respond to unintended consequences related to decisions and/or school events.

13. Knowledge of procedures, practices and legal requirements related to the management of auxiliary services at a school site (food services, health services, student transportation, etc.)
14. Understands processes of labor relations and contractual agreements relating to education in California.
15. Cognizant of policies and procedures of record keeping related to fire safety codes, OSHA regulations, Civic Center Permits in order to maintain a safe school environment.
16. Effective use of out of district support organizations for student health, safety, and well-being.
17. Comprehends the application of systems thinking to establish priorities and manage the complexities of an organization (school level).
18. Ability to apply the principles of conflict resolution, student disciplinary procedures, including manifestation determination for serious offenses and the management of school climate.
19. Ensures and provides proof that the school site operates consistently within the parameters of federal and state education laws and district policies.
20. Maintains an up to date status on current technology for all school staff.

CACE 6
External Context and Policy

CACE 6A: Understanding and Communicating Policy

CACE 6B: Representing and Promoting the School

SUGGESTED FIELDWORK ACTIVITIES

1. Plan professional development for staff using specific discussion protocols that engage and motivate the learners to participate.
2. Conduct a grade level or content level alike meeting modeling collaborative exploration of student data.
3. Frame professional development goals by focusing on student learning and using site data such as student work samples, test results, the results of action research, and information gathered from formal and informal classroom observations.
4. Assist in providing opportunities for engaging staff in ongoing group inquiry, individual reflection, and self-assessment.
5. Participate in a Lesson Study.
6. Assist in preparation of school support systems for beginning teachers and monitor their progress.
7. Support an individual teacher by coaching them in the classroom, and regularly provide feedback in both oral and written form.
8. Assist in planning celebrations that recognize staff accomplishments and milestones.
9. Assist in preparing and conducting self-assessment surveys to all staff to self-monitor their growth and reflect on progress of their professional learning.
10. Share and discuss with staff current educational articles that focus on researched based techniques and strategies that improve teaching practices.
11. Engage with staff in ways to examine current classroom problems and develop strategies for them to use to improve student outcomes.
12. Assist in designing a needs assessment for teachers to accurately pinpoint where their learning is, analyze results and design differentiated staff development to meet their needs.
13. Design a needs assessment for parents, analyze results and present series of parent trainings to meet their needs.

14. Invite outside community leaders to share their expertise at school functions, career days, and celebrations.
15. Teach and support the staff in how to use different technology to improve time management skills.
16. Design an evaluation form to be used at every professional development, implement the form and share data results in a timely manner.
17. Participate in planning and/or conducting a two-way communication with key decision makers in the school community to generate support for the school.
18. Assist in identifying obstacles that limit group effectiveness and plan a professional development to address them and model a process to eliminate them.
19. Assist in developing, defining, assigning, and monitoring different decision making leadership roles to staff members.
20. Plan and organize groups of teachers to visit other school sites for their own personal professional growth.
21. Model what is expected at all levels, e.g., help to serve lunch, pick up trash, dress professionally, teach a class, and participates in professional developments and grade level/content level meetings.
22. Join a professional network of educators.
23. Participate in a critical friends' group.
24. Keep a reflective log or journal and check back often to review growth.
25. Shadow another professional in the field and reflect on your own weaknesses and strengths

Educational Leadership and Policy Studies Department – ELPS 688
 California Administrator Content Expectations (CACE)
California Administrator Performance Expectations (CAPE) Activities/Artifact Log

CAPE 1: Development and Implementation of a Shared Vision

Semester(s) Completed	Please list CAPE/CACE addressed for each activity	Total Time Completing Activity
	Focus #1:	
	Focus #2:	
	Focus #3	

Please remember to include an artifact for each activity as a pdf.

Educational Leadership and Policy Studies Department – ELPS 688
California Administrator Content Expectations (CACE)

California Administrator Performance Expectations (CAPE) Activity/Artifact Log

CAPE 2: Instructional Leadership

Semester(s) Completed	Please list CAPE/CACE addressed for each activity	Total Time Completing Activity
	Focus #1:	
	Focus#2:	
	Focus #3	

Please remember to include an artifact for each activity as a pdf.

California Administrator Performance Expectations (CAPE) Activity/Artifact Log

CAPE 3: Management and Learning Environment

Semester(s) Completed	Please list CAPE/CACE addressed for each activity	Total Time Completing Activity
	Focus #1:	
	Focus #2:	
	Focus #3	

Please remember to include an artifact for each activity as a pdf.

California Administrator Performance Expectations (CAPE) Activity/Artifact Log

CAPE 4: Family and Community Engagement

Semester(s) Completed	Please list CAPE/CACE addressed for each activity	Total Time Completing Activity
	Focus #1:	
	Focus #2:	
	Focus #3	

Please remember to include an artifact for each activity as a pdf.

California Administrator Performance Expectations (CAPE) Activity/Artifact Log

CAPE 5: Ethics and Integrity

Semester(s) Completed	Please list CAPE/CACE addressed for each activity	Total Time Completing Activity
	Focus #1:	
	Focus #2:	
	Focus #3	

Please remember to include an artifact for each activity as a pdf.

California Administrator Performance Expectations (CAPE) Activity/Artifact Log

CAPE 6: External Context and Policy

Semester(s) Completed	Please list CAPE/CACE addressed for each activity	Total Time Completing Activity
	Focus #1:	
	Focus #2:	
	Focus #3	

Please remember to include an artifact for each activity as a pdf.

Department of Educational Leadership and Policy Studies

California Administrator Content Expectations CACE
 California Administrator Performance Expectations CAPE
 Preliminary Administrative Services Credential PASC
Effective Spring Semester 2023

Cohorts/Candidates enrolled in MA/PASC program as of Fall 2021 and beyond

ELPS 688 – Fieldwork in Educational Administration Portfolio Rubric

<p>CRITERIA:</p> <p>Assessment of Knowledge, Skills and Dispositions (KSDs)</p> <p>Preliminary Administrative Services Credential Program Standards (Categories I to IV) aligned with:</p> <ul style="list-style-type: none"> California Administrator Content Expectations (CACE) California Administrator Performance Expectations (CAPE) California Professional Standards for Educational Leaders (CPSELS) 	<p>4-5 Points Exemplary</p> <p>Strong and consistent evidence of identified knowledge, skills, and dispositions</p>	<p>3 Points Credit</p> <p>Satisfactory and consistent evidence</p>	<p>1-2 Points No Credit /or Incomplete</p> <p>Inconsistent or no evidence</p>
<p>SHADOW EXPERIENCE AND/OR INTERVIEW</p> <p><u>Elementary Level</u></p> <p>Shadow experience and/or interview two administrators at different levels and sites (e.g., elementary/secondary). Assess and discuss the leadership style/approach, identify dispositions and standards, and include a reflection.</p> <p><i>Does description indicate candidate’s ability to reflect on and articulate Knowledge, Skills, and Dispositions observed or discussed?</i></p>			
<p>SHADOW EXPERIENCE AND/OR INTERVIEW</p> <p><u>Secondary Level</u></p> <p>Shadow experience and/or interview two administrators at different levels and sites (e.g., elementary/secondary). Assess and discuss the leadership style/approach, identify dispositions and standards, and include a reflection.</p> <p><i>Does description indicate candidate’s ability to reflect on and articulate Knowledge, Skills, and Dispositions observed or discussed?</i></p>			

<p>CALIFORNIA ADMINISTRATOR CONTENT EXPECTATIONS (CACE) / CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE) LOG</p> <ol style="list-style-type: none"> 1. Development & Implementation of a Shared Vision 2. Instructional Leadership 3. Management and Learning Environment 4. Family and Community Engagement 5. Ethics and Integrity 6. External Context and Policy <p>The candidate is asked to undertake smaller scale administrative activities to incorporate experiences in <u><i>each of the six</i></u> California Administrator Content Expectations (CACEs). Documentation of <u><i>three activities per CACE</i></u> using the Content Expectations as a guide for a <u><i>total of 18 activities</i></u>. Additionally, <u><i>one artifact</i></u> will be included for <u><i>each</i></u> activity that is representative of the experience(s) completed.</p> <p>All listed activities need to have been completed during enrollment in the 3 semester PASC or 4 semester MA program.</p> <p><i>Has the candidate participated in a variety of experiences to develop Knowledge, Standards, and Dispositions in each of the CACEs?</i></p>			
SUBTOTAL (Each column)			
TOTAL POINTS (Subtotal of all columns)			
Minimum of 3 points in each Section	YES / NO		
Fieldwork Assessment Form completed <u><i>and</i></u> signed by the site fieldwork supervisor	YES / NO		

OVERALL FIELDWORK PORTFOLIO ASSESSMENT:

9-15 points: Fieldwork course credit
8 points or less: Additional work needed to receive course credit

ELPS Faculty Advisor _____
Printed Name Signature Date

PASC/MA Candidate _____
Printed Name Signature Date

ELPS 688 FIELDWORK ASSESSMENT FORM

Student: _____ ID#: _____ Date: _____

Site Supervisor completing form: _____ Title: _____

Site Location: _____ Instructor: _____

To Fieldwork Site Supervisor: Please place a number (1-5) next to each statement to indicate your perception of this candidate's degree of commitment, in the following dispositions at this time:

- 1. Poor, 2. Approaching Satisfactory, 3. Satisfactory, 4. Better than Satisfactory, 5. Excellent**
Please attach a separate sheet with comments for final ratings of 2 or below

ELPS DISPOSITIONS for Educational Administrators

	<i>Degree of Commitment</i>	
	<i>Before Fieldwork</i>	<i>After Fieldwork</i>
1. Ethical and professional practice and behavior	_____	_____
2. Collaboration with others	_____	_____
3. Effective communication	_____	_____
4. Proactive and visionary leadership	_____	_____
5. Life-long learning	_____	_____
6. Responsibility and time management	_____	_____
7. Diversity	_____	_____

To Fieldwork Site Supervisor: Please place a number (1-5) next to each statement to indicate your perception of this candidate's level of experience in the following areas: 1=low to 5=high or "not observed"

- 1. Does not meet standard, 2. Approaching the Standard, 3. Satisfactory, 4. Exceeds, 5. Mastery**
Please attach a separate sheet with comments for final rating of 2 or below

CCTC Six Standards

Each student should be an educational leader who promotes the success of all students by:

	<i>Level of Experience</i>		
	<i>Before</i>	<i>After</i>	<i>Not Observed</i>
1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community	_____	_____	_____
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth	_____	_____	_____
3. ensuring management of the organization , operations, and resources for a safe, efficient, and effective learning environment	_____	_____	_____
4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources	_____	_____	_____
5. modeling a personal code of ethics and developing professional leadership capacity	_____	_____	_____
6. responding to, and influencing the larger political, social, economic, legal, and cultural context	_____	_____	_____

Supervisor Signature _____ Date _____