

San José State University
College of Education, Department of Educational Leadership

**Preliminary Administrative Services Credential Program Tier 1
EDAD 242, Administrative Fieldwork
Fall 2010 – Spring 2011**

Instructor/SJSU Fieldwork Supervisor

Contact Info:

Class Days/Times: TBS

Course Description

Application of administrative skills in various educational settings in instructional leadership, school management, personnel management, and business management. Leadership skills will be developed for the management of school change initiatives. Prerequisite: EDAD 200 and advisor consent. (3-6 units for 2-4 semesters)

Course Overview

This course is built around the **five program leadership themes** (Administrative Concepts and Management Strategies, The Role of Schooling in a Democratic Society, Building Equity in Diverse Communities, Managing and Leading Change, and Research and Reflection on Practice). These program themes are reinforced by the Enduring Understandings Continuum of leadership skills built into the class curricula. Leadership in this class is practiced in four vital areas for your growth as an educational leader:

- Development of goals and objectives regarding on-the-job assignments, projects, or problems.
- Discussing and evaluating your fieldwork experiences with other students and your SJSU fieldwork supervisor.
- Written reflections on your progress toward meeting your fieldwork goals/objectives in relation to the five program leadership themes.
- These activities occur within three learning settings 1) an ongoing coaching relationship with your SJSU fieldwork supervisor, 2) a partnership arrangement with a worksite administrator, and 3) Support Group discussion meetings with other educational administration students.

Required Text

Ireland, S. (2010). *The Complete Idiot's Guide to the Perfect Resume*

Optional Text

Singleton, G., & Linton, C. (2006). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*

Other Readings

If needed, additional directed readings will be made available electronically or in hardcopy.

Activities & Assignments

1. **COACHING SESSIONS:** You will meet with your SJSU fieldwork supervisor **1 time a month at your workplace**. Like you, your SJSU advisor is on a tight schedule, so keep an appointment once made. Contact your SJSU fieldwork supervisor as soon as possible in the event of an emergency. Missed coaching sessions may be rescheduled.

2. **FIELDWORK OBJECTIVES:** Your SJSU fieldwork supervisor and your principal/site supervisor will come to a final decision regarding your objectives. Prior to this meeting, you will write a draft of the objectives you would like to work on. These objectives will be based upon your self-assessment on the Enduring Understandings Continuum and the CPSELS.

3. **SUPPORT GROUP MEETINGS:** You will attend a minimum of **three meetings each semester** (time and location to be determined). These meetings are a good chance to share ideas and perspectives regarding leadership questions and experiences. Respect, active listening, openness, and equity of voice are necessary for these discussions to be of benefit to all. Absolute confidentiality is expected.

4. **WRITING ASSIGNMENTS:** You will complete **all writing assignments** over the course of the academic year. (See below for detailed descriptions of each writing assignment.)

6. **ACHIEVEMENT SUMMARIES:** Two-four of the writing assignments are summaries on **your successes and challenges in meeting your fieldwork goals/objectives. Each summary is to be turned in at the end of each semester.** The following questions may be used to guide your analysis: How were you successful in meeting each objective? What major challenges did you face, and how did you deal with them? What did you learn? What would you do differently, and why? What are the next steps?

7. **PORTFOLIO:** The Tier 1 Portfolio is a cumulative demonstration of competency for the Preliminary Administrative Services Credential. The Portfolio takes the place of a final written or oral comprehensive examination. You will build your portfolio throughout the academic year and submit it to your SJSU fieldwork supervisor **no later than April 15** in the last semester of the Tier 1 program. Your portfolio will be a detailed documentation of your Tier 1 fieldwork.

Writing Assignments

All writing assignments must be typed and double-spaced in 12 point, New Times Roman, left margin justified, and **carefully proofread before being submitted.** Submit all your writing assignments to your fieldwork supervisor. All citations and references must adhere to APA-6th Edition Publication Style rules.

Each of the writing assignments must include at least three pieces of substantiating evidence to support your assertions, such as:

- documented evidence from your workplace (such as assessment tools, agendas, minutes from meetings, written correspondences, action plans, newsletters);
- references to course readings;
- references to essential questions from the program classes; and/or
- selections from your equity journal.

In addition to your achievement summaries, there will be four writing assignments that are required to be included in your portfolio. These assignments will be completed at specified times during your fieldwork. Listed below are the requirements for these papers.

Paper 1: Personal Narrative: “Story from the Heart” (Individual Assignment, 2-4 pages). Describe a compelling personal/professional problem, situation, or experience involving **administrative/leadership concepts and management strategies** as they relate to issues of equity – one in which you learned more about yourself as a leader.
DUE NO LATER THAN _____

Personal Narrative (2-4 pages) How have you been transformed over time especially in relationship to studying in this leadership program with a focus on social justice and equity.

Paper 2: Reflective Essay: “Habits of Mind” (Team Assignment, 3-6 pages). Reflect upon the habits of mind for leadership that you have cultivated, especially those that relate to **the role of schooling in a democratic society** (e.g., focusing on equity, collaborative problem solving, viewing diversity as a strength, seeking and considering multiple perspectives, approaching problems from an inquiry stance, etc). Include in your reflection how these habits of mind have contributed to your participation in group processes and democratic decision-making. How have these habits of mind influenced your growth as a leader? As a follower? As a team member? Provide substantiating evidence to support your assertions.
DUE NO LATER THAN _____

*Reflective Essay (2-4 pages): What is **the role of schooling in a democratic society** as it relates to equity, collaborative problem solving, viewing diversity as a strength, seeking and considering multiple perspectives, and/or approaching problems from an inquiry stance. Document your growth as a leader, as a follower, and as a team member. Provide substantiating evidence to support your assertions.*

Paper 3: Mini Case Study (Team Assignment, 4-6 pages). Describe in vivid detail one school reform effort focused on **building equity in diverse communities**. Include a detailed description of the change effort, its primary objectives, and an analysis of the outcome (or progress if it is still ongoing). Within this effort, how were you involved in **facilitating collaborative change**. Describe the lessons learned and next steps. Be sure to include substantiating evidence (see above for examples). Where appropriate, include references to current and/or previous course readings.
DUE NO LATER THAN _____

*Mini Case Study (2-4 pages): Describe in vivid detail one school reform effort focused on **building equity in diverse communities**. Include a detailed description of the change effort, its primary objectives, and an analysis of the outcome (or progress if it is still ongoing). Within this effort, how were you involved in **facilitating collaborative change**. Describe the lessons learned and next steps. Be sure to include substantiating evidence (see above for examples). Where appropriate, include references to current and/or previous course readings.*

Paper 4: Reflective Essay: “My Growth as a Leader for Educational Equity and Excellence” (Individual Assignment, 3-4 pages). **Critically reflect** upon your growth (including challenges and triumphs) as a leader for social justice, especially as it relates to your ability to make use of the **administrative/leadership concepts and management strategies** that you have learned about throughout the program. Include at least some specific data from your school, including input from selected staff and the principal (or work supervisor) regarding your growth as a leader. Include substantiating evidence to support each growth area you discuss (see above for examples of substantiating evidence).

DUE NO LATER THAN _____

*Reflective Essay (2-4 pages): My Growth as a Leader for Educational Equity and Excellence. **Critically reflect** upon your growth (including challenges and triumphs) as a leader for social justice, especially as it relates to your ability to make use of the **administrative/leadership concepts and management strategies** that you have learned about throughout the program. Include at least some specific data from your school, including input from selected staff and the principal (or work supervisor) regarding your growth as a leader. Include substantiating evidence to support each growth area you discuss.*

DUE NO LATER THAN _____

Timeline

Fall Semester	Spring Semester
AUGUST	JANUARY
<ul style="list-style-type: none"> • Orientation • Initial Group Meeting: Syllabus & Scheduling of Coaching Sessions and support group meetings 	<ul style="list-style-type: none"> • Support Group Meeting • Coaching Session: Revisit/Revise Fieldwork Objectives • 3rd Writing Assignment
SEPTEMBER	FEBRUARY
<ul style="list-style-type: none"> • Support Group Meeting • Coaching Session: Self-Assessment & Draft of Fieldwork Objectives • Begin resume work 	<ul style="list-style-type: none"> • Support Group Meeting • Coaching Session • Update Resumé for inclusion in Portfolio • 4th Writing Assignment
OCTOBER	MARCH
<ul style="list-style-type: none"> • Support Group Meeting • Coaching Session: Finalizing Fieldwork Objectives (w/ your site administrator/supervisor) • 1st Writing Assignment 	<ul style="list-style-type: none"> • Support Group Meeting • Coaching Session: Review of Objectives & Portfolio Check • 2nd Achievement Summary • Program Evaluation
NOVEMBER	APRIL
<ul style="list-style-type: none"> • Support Group Meeting • Coaching Session: Review of Objectives & Self-Assessment • 2nd Writing Assignment 	<ul style="list-style-type: none"> • Completion of Portfolio (including MA Research Paper) • Portfolio Submission/Approval (Portfolio Approval Form) • Approved Program for Preliminary Services Credential (form) • Evaluation of SJSU Fieldwork Supervisor
DECEMBER	MAY
<ul style="list-style-type: none"> • Support Group Meeting • 1st Achievement Summary 	<ul style="list-style-type: none"> • GRADUATION!!!

Assignments and Grading Policy

This is a **Credit or No Credit** course. You will be asked to complete an anonymous evaluation of your SJSU fieldwork supervisor at the end of each semester.

Portfolio Submission & Approval (on or before April 15th)

You will present your completed Tier 1 Portfolio to your SJSU fieldwork supervisor and your principal/worksite supervisor at your last coaching session of the final spring semester. Approval of the portfolio completes the final evaluation required by the SJSU Educational Leadership Master's and Tier 1 programs. All portfolios will be shared with your 242 class at the last group meeting.

University Policies

Academic integrity

Instances of academic dishonesty will not be tolerated. Cheating on exams or **plagiarism** (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please notify me by email and we will discuss your situation or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Library Liaison

Susan Kendall, Collection Development Coordinator & Education Leadership Liaison
408-808-2039, Susan.Kendall@sjsu.edu

Portfolio Contents & Organization

Tier 1 Portfolio Requirements

The portfolio reflections and evidence should describe your leadership maturity in each of the five theme areas. In writing reflections for your portfolio, you should describe specific examples of new learning. Examples of new learning may come from experiences from your course work, lectures, readings, coaching, and fieldwork activities and responsibilities. Be sure to cite in each reflection the specific evidence included in each theme area. The purpose of each reflection is to describe and evaluate your accomplishments and challenges as your leadership awareness and skills have evolved over the last two years. Be sure to support your views by citing authors, texts, professors, and practicing administrators.

Portfolio requirements:

- The portfolio is to be in a 2-3 inch binder.
- All written portions are to be in 12-point font, Times New Roman type and double spaced (APA format).
- Separate each section of the portfolio with tabs.
- Use an active voice.
- Do not put any information in plastic sleeves.
- **Organize your portfolio in the order presented below.**

Cover sheet (on front of binder and first sheet inside of binder)

- Name
- Position Title
- Worksite name, address, phone number, e-mail address
- Worksite supervisor
- Supervisor's name

Self assessment of skills from the five program themes as described by the enduring understanding rubric self assessments.

Current resume (easy to read/clear presentation of strengths)

(Tab 1) Goals and objectives

- Achievement summary for goals and objectives for **spring** with 2-3 pieces of evidence
- Achievement summary for goals and objectives for **fall** with 2-3 pieces of evidence

Five Leadership Theme Areas: Each theme must have a 1-2 page reflection on skills and new learning in administration and management and at least three (3) pieces of evidence to support and illustrate your reflection.

(Tab 2) Theme 1: Administrative Concepts and Management Strategies (EDAD 200/201/202) refer to demonstrated skills in decision making, problem solving, change management, planning, conflict management and evaluation. *How do school leaders continue to develop and demonstrate appropriate leadership and management skills in order to sustain student success?*

(Tab 3) Theme 2: The Role of Schooling in a Democratic Society (EDAD 202/205/206)

refers to providing opportunities for all members of the school community to develop and use skills in collaboration, leadership and shared responsibility. *How do school leaders engage the school staff and its many communities in meaningful dialogue and actions in order to address political/social/economic challenges that affect student achievement?*

(Tab 4) Theme 3: Building Equity in Diverse Communities (EDAD 203/204/205/206)

refers to proactive advocacy for equity issues affecting the success of diverse student/parent communities. *How do school leaders advocate for all student communities in order to maximize student achievement?*

(Tab 5) Theme 4: Managing and Leading Change (EDAD 200/201)

refers to understanding systemic change and how to facilitate and manage changes. *How do school leaders advocate for, facilitate and manage systemic change?*

(Tab 6) Theme 5: Research and Reflection on Practice (EDAD 202/253)

refers to making and communicating decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity. *How do school leaders use research and reflection to guide, challenge and/or sustain policies and practices in order to maximize learning for all students?*

- 1-2 page reflection on the Action Research process and how you used relevant data and research
- MA candidates must include a copy of your completed Action Research Project
- Non-MA candidates should include copies of research paper (using the action research format) completed for the Tier 1 class 202

In addition include:

(Tab 7) Your future professional plans for the next two-three years (1-2 pages).

A 1-2 page **evaluation of the Tier 1 program** inserted in front pocket of your binder.

Make another copy of each of the following five items for your supervisor which will be turned in to the Educational Leadership Department:

- Cover page
- Current resume
- Goals and objectives achievement summary
- Future professional plans writing

Portfolio is due on or before April 15.

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM, TIER 1

Department of Educational Leadership
Connie L. Lurie College of Education
San José State University

Supervisor, Leadership Student, & SJSU Fieldwork Advisor Agreement

WE COMMIT TO THESE SHARED OUTCOMES

1. Developing future leaders by structuring leadership experiences that are appropriate to their professional development as leaders.
2. Developing future school leaders who have the skills, attitudes, behaviors, and courage to lead and manage public schools in a manner that will maximize the learning of all students.
3. Designing the role of the leader in a manner that supports teamwork, collaboration, and collegiality.

Responsibilities of the Site Supervisor

- To meet on a regular basis with the leadership student in order to mentor and coach on leadership issues, fieldwork objectives, and the student’s action research project.
- To help assign responsibilities that allow the leadership student to focus on a limited number of fieldwork objectives designed to develop leadership abilities.
- If necessary, clarify the student’s leadership role or responsibilities with other staff members.

Responsibilities of the Leadership Student

- To focus on the leadership development fieldwork objectives set for the semester that will develop the student and help the school improve.
- To seek professional development opportunities that will broaden exposure to a full range of skills, knowledge, attitudes, and behaviors required to serve as an effective leader.
- To set professional objectives that will lead to growth as a future leader and will contribute to the effectiveness of the school.

Responsibilities of the Fieldwork Supervisor

- To meet on a regular basis with the leadership student to mentor and coach on leadership issues, fieldwork objectives, and the student’s action research project.
- To help the leadership student assess leadership abilities and needs and to develop focused fieldwork objectives.

Site Supervisor Signature _____ Date _____

Student Signature _____ Date _____

Fieldwork Supervisor Signature _____ Date _____

Developing Field Work Goals and Objectives

The purpose of the field work class is to support soon-to-be-administrators in practicing administrative skills in a safe environment. Each student receives one-on-one coaching and a collaborative class atmosphere that encourages risk taking and critical examination of leadership tasks and issues.

In order to practice leadership skills each student must develop goals and objectives for the semester/year. Before your first coaching meeting with your SJSU supervisor, write in draft form the objectives you would like to work on. These objectives need to be tied to the Educational Leadership program's five leadership themes and California Professional Standards for Educational Leaders (CPSELS). Your Enduring Understanding Self-Assessment will guide some of your choices. These objectives should be challenging and enhance personal leadership growth. Objectives may include visitations to schools or programs, job shadowing, management tasks, coaching and additional readings. One objective must be personal (take-care-of-yourself-goal) in order to reduce stress and/or enhance your life.

The Commission on Teacher Credentialing (CTC), the accrediting body for all credentialing programs, requires field work to encompass practice in the following areas:

- ❑ Two major activities in educational leadership such as coaching a teacher, curriculum development, parent/community involvement, or staff development.
- ❑ Two major activities in educational management, such as teacher scheduling, student scheduling, budget development and management, or special events planning.
- ❑ One activity at a school that is at least 20% ethnically different from your school's student population.
- ❑ One activity in a district office's function such as personnel, business, or curriculum administration.
- ❑ One activity at a school level (elementary, middle, high, college) in which you do not ordinarily work.

Some goals/objectives will be for one semester and others may be for the whole year. Write 5-7 objectives for each semester. There will be some variation in the number of objectives for each student due to the complexity of the objectives and individual career paths. Objectives need to be developed in consultation with your site supervisor. Each objective must have a written or oral explanation of the current situation (baseline information). The oral explanation will occur at a coaching meeting with your SJSU supervisor. The objective must be stated clearly, have a projected timeline and a method of assessment.

As of **December 1** of the fall semester and as of **April 15** of the spring semester each student will write an achievement summary of the progress, frustrations, joys and new wisdom gained while implementing each objective. Part of this achievement summary may include why the objective was not completed. You may have to revise the timeline or extend the task into the next semester. These achievement summaries, with accompanying evidence, will be included in your portfolio.

Field work goals and objectives have SEVEN parts: Baseline, Program theme/CPSEL focus, goal, objective, tasks/activities, timeline, and assessment of progress. Below are three examples of how the goals and objectives may be written.

Fieldwork Template Example:

Baseline: XYZ School does not have a staff handbook.

CPSEL/Theme: CPSEL 3/Administrative Concepts and Management Strategies

Goal: To develop skills in management strategies in sustaining the school organization

Objective 1. Develop a staff handbook for XYZ School.

Timeline with Activities/Tasks:

September 1-October 1

Find examples from other school

Get input from staff regarding contents

Solicit 3-5 volunteers to review preliminary draft

October 1-December 1

Develop preliminary draft

Review preliminary draft with volunteers

Review preliminary draft with principal

December 1-January 15

Assemble handbooks

Present handbook to staff at staff meeting

April 1-15

Develop feedback survey for staff for handbook modifications

May 1-June 1

Modify handbook for next year

Method of Assessment:

December 1 review preliminary draft handbook with professor

April 15 review staff surveys with professor

Write short summary of survey findings from the staff

Developed handbook

Examples of goals and objectives for first semester:

Goal 1: To understand the attributes of an effective resume

Obj: To create a current resume using the best strategies

References: **Buy** *The Complete Idiot's Guide to the Perfect Resume*, by Susan Ireland (\$6-15 depending on ordering source); instructor handout on how to write a resume

Timeline: First draft emailed to professor by November 1; final by April in the portfolio.

Assessment: Updated resume

Goal 2: To understand the role and impact of union contracts

Obj: To present one component of the certificated contract using charting format

References: Handout *Tips for Preparing Presentation Charts*; certificated contract

Tasks and Timeline: December 1

Assessment: Completed charts and oral presentation (see goal 3)

Goal 3: To understand the different skills of meeting management and group facilitation

Obj: To present contract information to a small group using charting techniques

References: Handout *Tips for Preparing Presentation Charts*

Timeline: December 1

Assessment: See goal 2

Goal 4: To develop a professional portfolio based on the activities and learning in the Leadership program

Obj: To assemble the structure for a professional portfolio

Tasks:

Timeline: Completed by April 15

Assessment: Portfolio completed

Goal 5: To maintain emotional/physical health (personal)

Goal 6: To begin to understand the role of a school board

Obj: To attend one SCCOE board meeting or

Obj: To attend one district board meeting

References: Instructor handout on observing a school board meeting

Timeline:

Assessment: One page analysis of meeting completed with accompanying agenda

Goal 7: To understand the duties and responsibilities of a current administrator

Obj: To shadow an administrator for a day

Tasks:

Timeline:

Assessment:

Goals and objectives may be written in the above format or in the landscape format sent email.

Administrative Fieldwork Objectives for EDAD 242B

Department of Educational Leadership
 Connie L. Lurie College of Education - San José State University

Student's Name: _____ Semester/Year _____

Focus (Enduring Understandings and CPSELs)	Objective (based upon Self-Assessment)	Action Plan & Timeline	Method of assessment	Results
Administrative/Leadership Concepts & Management Strategies CPSEL 1, 3				
Role of Schooling in a Democratic Society CPSEL 6				
Building Equity in Diverse Communities CPSEL 4				
Facilitating Collaborative Change CPSEL 2				
Inquiry, Research, Learning, and Reflective Practice CPSEL 5				
Personal Objective				

Principal/Work Supervisor Signature _____ Date _____

Student Signature _____ Date _____

Fieldwork Supervisor Signature _____ Date _____

Fieldwork Goals and Objectives-242B

Name _____

Date _____

CA Professional Standards for Educational Leaders (CPSELS)/ Themes	Goal/Learning Outcome	Objective	Activities Tasks	Timelines: Date, Time, Place	Evidence of Completion/ Assessment Results

Site Supervisor Sign-off _____

Date _____

SJSU Sign-off _____

Date _____

Role of Schooling in a Democratic Society
Enduring Understanding #1

Schools are most effective when the school leader facilitates the development, articulation, and implementation of a deeply held shared vision that is focused on maximizing learning for each student within a democratic society.

<i>Practice that is directed toward the standard:</i>	<i>Practice that approaches the standard:</i>	<i>Practice that meets the standard:</i>	<i>Practice that exemplifies the standard:</i>
<p>1. The educational leader begins to question the adequacy of traditional 'prepare students for college and the world of work' unwritten vision for learning in a democratic society. The educational leader reads more deeply on the issue and begins the search for 'best practices'. Typically, definitions broaden to include issues of equity, excellence, ethical behavior, citizenship, aesthetics, social responsibility, inquiry, justice, integrity and diversity.</p>	<p>1. The educational leader develops a broadening definition of 'vision for learning in a democratic society, including the leader's own ethical relationship to the vision, barriers which might arise in achieving the vision, and the reallocation of resources which might be required. In some cases, articulates first clear personal vision for learning.</p>	<p>1. The educational leader has developed a clear and compelling personal vision for learning in a democratic society. The educational leader has incorporated the vision for learning into a highly ethical and realistic habit of mind and it is daily part of all decisions and actions of school and community leadership.</p>	<p>1. The educational leader has become a leader in defining and redefining the role of learning in a democratic society. The leader has developed a set of critical questions for self and others and regularly revisits and refines a vision that includes depth and breadth as well as intense focus.</p>
<p>2. The educational leader begins to engage others in the school community in discussions and interaction about the role of learning in a democratic society. These discussions broaden a healthy dialogue throughout the school community.</p>	<p>2. The educational leader clearly begins to translate an emerging clarity about the role of learning in a democratic society into a shared and collegial process. The leader clearly understands that an impact on the school culture and community comes from establishing a shared vision. The educational leader begins to utilize strong community collaboration skills to build a shared vision.</p>	<p>2. The educational leader demonstrates the knowledge, skill and initiative to take a clear and comprehensive personal vision for learning in a democratic society and work with all elements of the school community to facilitate their education, reflection and consensus about a shared vision for learning. The vision will protect the rights of individuals and focus on all students achieving high standards.</p>	<p>2. The educational leader assists all members of the school community (staff, students, parents, partners) in established individual, personal visions for learning in a democratic society and facilitates processes for the evolution and growth of the school community's shared vision within an orderly and trustworthy environment.</p>
<p>3. The educational leader begins to envision fundamental changes required in the curriculum, the instructional program, school programs, the expectations within the school community, based on developing vision for learning and based on reading, reflecting and exploring best practices.</p>	<p>3. The educational leader begins to facilitate change based on his/her own vision for learning, based on the emerging establishment of a shared vision for learning and based on review of the literature, best practices, and solid group processes within the school community.</p>	<p>3. The educational leader has taken his/her own clearly defined vision for learning and has skillfully facilitated the development of a shared vision throughout the school community. The leader has facilitated agreed upon change processes throughout the school community to enable it to meet the shared vision.</p>	<p>3. The educational leader facilitates a process of continual improvement within the school community around issues of the role of learning. All members of the school community feel empowered and skilled within a trusting and constantly growing environment.</p>

Building Equity in Diverse Communities
Enduring Understanding #2

Schools are most effective when school leaders understand, respond to, and promote the diversity (racial, cultural, political, economic) of the school community through inclusive processes that aggressively identify and address positive actions and barriers to achieving the school's vision, especially ensuring equity, respect, and value among all within the school community.

<i>Practice that is directed toward the standard:</i>	<i>Practice that approaches the standard:</i>	<i>Practice that meets the standard:</i>	<i>Practice that exemplifies the standard:</i>
1. The educational leader has a basic understanding of racial, cultural, political, and economic diversity and its traditional impact on equity, respect and success.	1. The educational leader has made a clear commitment to understanding issues of diversity at far deeper levels. This includes study, reflection, dialogue and action.	1. The educational leader has developed expertise about issues of racial, cultural, political and economic diversity. The leader fits easily into the discussion among diverse groups because of levels of knowledge and understanding.	1. The educational leader has effectively broadened his/her interpersonal and professional arena, regularly interacting with individuals from diverse groups because of deep understanding and respect. The leader remains a committed learner and can share recent reading and experience about issues of equity and diversity.
2. The educational leader is committed to use the existing/traditional school vehicles to promote equity, respect, and success for all students (such as staff meetings, committees, student government, parent newsletters, annual events).	2. The educational leader takes initiative beyond traditional means to promote equity, respect and success (e.g., curricular and guidance initiatives, inclusion of equity issues in the school plan &/or action plan, and urging colleagues to do the same in all areas of school life).	2. The educational leader learns and/or employs small and large group processes among staff, students and community to understand and address issues of equity, respect and success based on diversity. These processes include action plans and tools to measure outcomes.	2. The educational leader is skilled and knowledgeable in the use of small and large group processes. The leader, as part of a multi-year plan, uses these group processes to address issues of equity at the most fundamental levels of school and academic culture, including all groups within the school community. The leader actively models respectful consideration of multiple perspectives through listening and a genuine desire to learn.
3. The educational leader generally plans action to involve others in addressing issues of diversity, equity, respect, and success within the school communities. These plans are often waylaid by various other day-to-day demands and school activities.	3. The educational leader ensures that key school documents (e.g., school site plan, staff development plan, PTSA plan, School Site Council agendas, departmental plans) focus on agreed upon action to ensure equity, respect, and success for all members of the school community.	3. The educational leader calls upon a deep and growing knowledge of issues of equity and diversity to utilize multiple inclusive group process tools to regularly involve members of the school community in promoting equity, respect, and diversity.	3. The educational leader promotes action plans to ensure that all members of the school community deepen their understanding of issues of diversity. The leader utilizes plans of action built around inclusive multi-faceted group process strategies. The action work is aligned with a shared vision and core values of equity, social justice, and traditional educational beliefs. The action is built around clear, measurable results.
4. The educational leader is familiar with the concepts of cycles of improvement and generally espouses them within the school community. Some data is generated around issues of equity and diversity within the school community.	4. The educational leader promotes a broad-based understanding of the core concepts of cycles of improvement. These concepts are used regularly within the school community through the collection and examination of data.	4. The educational leader possesses the core concepts of data based cycles of improvement as a habit of mind. These are part of the day-to-day practice of the leader. The leader promotes thoughtful focused collection and analysis of data in all school planning and practice. The school community is universally aware of the concepts and embraces them.	4. The educational leader promotes the concepts of data collection and analysis as a core value of the school and it has become a habit of mind for many within the school's broader community. Issues of equity and student success are core to the work of the school; continuous improvement planning is deeply understood and core to that work.

Facilitating Collaborative Change
Enduring Understanding #3

Schools are most effective when school leaders are reflective, lifelong learners who establish structures that foster the development of collaborative learning communities.

<i>Practice that is directed toward the standard:</i>	<i>Practice that approaches the standard:</i>	<i>Practice that meets the standard:</i>	<i>Practice that exemplifies the standard:</i>
1. The educational leader has a beginning level of understanding of the dynamics of implementing change in an educational environment/ school site.	1. The educational leader has participated in school-wide efforts at trying to bring about systemic change within the school or institution.	1. The educational leader has worked with faculty/staff member(s) at the beginning levels of systemic change through the use of “best practices” in change implementation/management.	1. The educational leader has effectively and successfully lead a systemic change implementation process that is sustainable and focused on improving student learning.
2. The educational leader periodically reviews student learning data with other staff members individually and in groups.	2. The educational leader has worked with faculty/staff member(s) to clarify learning expectations and to use student achievement data to monitor and assess attainment of school site-based &/or district goals.	2. The educational leader ensures that the strategies being used incorporate accurate and appropriate uses of multiple data sources about student and teacher performance.	2. The educational leader has facilitated the development of a school-wide, institutionalized commitment to multiple measures of student learning (formative and summative) to guide teaching and learning activities.
3. The educational leader recognizes the importance of professional development but may rely on “one size fits all” staff development opportunities and defer to “outside experts” to facilitate teacher learning.	3. The educational leader communicates to staff the importance of continuous professional growth and works to inculcate norms of reflective practice, self-assessment, collaboration, and openness to new ideas.	3. The educational leader develops and implements a variety of strategies to build leadership capacity in others, especially with respect to teaching and learning processes that create a culture of reflection and collaboration.	3. The educational leader works with other instructional leaders at the school site to ensure that professional growth activities occur within the context of a focused and coherent plan for improving student learning; one that is characterized by teachers assuming responsibility and leadership for their own and other’s development.

Administrative/Leadership Concepts and Management Strategies
Enduring Understanding #4

Schools are most effective when school leaders employ leadership and management practices that nurture and sustain a school culture and instructional programs that are conducive to student learning and professional development.

<i>Practice that is directed toward the standard:</i>	<i>Practice that approaches the standard:</i>	<i>Practice that meets the standard:</i>	<i>Practice that exemplifies the standard:</i>
1. The educational leader understands and is committed to creating and maintaining the school as a safe environment by sharing the responsibility with the entire school community. The leader is primarily guided by established rules and consequences.	1. The educational leader ensures that appropriate policies and plans are in place to maintain a safe school while communicating regularly with members of the community so that they are aware of the expectations and their role in implementing and maintaining an atmosphere of civility and mutual respect.	1. The educational leader implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe and nurturing environment for students and adults. The leader supports all staff in their shared responsibility for these activities and processes.	1. The educational leader has established an effective, ongoing system to ensure a safe school environment. The leader facilitates a process for the ongoing refinement of a recommitment to sustain an environment that ensures support for the physical, emotional, intellectual, and social well-being of all.
2. The educational leader demonstrates understanding of the concept of schools as organizational systems, and an appreciation for the inter-connectedness of subsystems in the organization.	2. The educational leader conceptualizes and establishes a set of site-based subsystems to enhance teaching and learning at the site. The leader ensures that these systems function as useful tools for planning, implementing and monitoring school operations.	2. The educational leader works with staff to deepen their understanding of these systems so that individuals and groups are able to exercise full participation and shared leadership in the ensuring that systems operate in support of student learning.	2. The educational leader demonstrates a deep understanding of organizational and systems theory as evidenced by a set of organizational structures, practices and policies that complement and enhance each other in support of student learning to high standards.
3. The educational leader is aware of contractual and legal obligations that inform his/her work. Maintains confidentiality in discussing legal matters and ensures confidentiality for staff, students, parents and community members.	3. The educational leader exercises responsibility in maintaining accurate knowledge of all contractual and legal obligations affecting the school and in using that knowledge to establish and maintain compliance. The leader works with staff to develop their understanding and commitment to legal responsibilities. The leader models and communicates expectations regarding issues of confidentiality and privacy of information.	3. The educational leader is actively engaged as a mentor and teacher at the site with respect to legal matters and contractual obligations. Engages others in reflecting on issues of legal integrity and in sharing responsibility for administering contracts and agreements fairly. The leader models professional integrity and encourages others to do the same.	3. The educational leader consistently demonstrates through a deep and broad understanding of legal issues affecting the school and a principled commitment to act with integrity. The leader ensures that concepts and practices associated with professional and legal integrity are infused throughout the site. The leader facilitates and supports contract administration to ensure equity and fairness.
4. The educational leader demonstrates a fundamental understanding of decision-making processes and the need to base decisions on pertinent information. The leader communicates to teachers the importance of using student data and other relevant information to inform practice. She/he identifies areas in which decisions and/pr practice may not reflect relevant and/or current information.	4. The educational leader engages teachers in regularly examining student data and in using the information to inform decisions about practice. The leader demonstrates the use of student data and other information in site decisions. She/he encourages and supports teachers in staying abreast of current information about teaching and learning.	4. The educational leader ensures that the professional culture of the school reflects a commitment to the use of student data on an ongoing basis. She/he guides decision-making activities so that they reflect responsible and appropriate uses of data and other information. She/he works with staff to refine individual and collective capacity to use state-of-the-art information and technology about standards-based teaching and learning.	4. The educational leader is highly skilled in modeling and guiding the use of relevant information, including disaggregated student data throughout the cycle of planning, implementing, evaluating, and improving instructional programs. The leader highly values the use of state-of-the-art technology and knowledge derived from research, theory, and best practices. The leader ensures that the school consistently accesses and incorporates such knowledge in its work.

Research, Inquiry and Reflective Practice
Enduring Understanding #5

Schools are most effective when school leaders model the use of cycles of inquiry, lifelong professional learning, and reflective practice which demonstrate a personal code of ethics, deep understanding of the learning process, and the effective utilization of data and research to make decisions about powerful teaching and learning.

<i>Practice that is directed toward standard:</i>	<i>Practice that approaches the standard:</i>	<i>Practice that meets the standard:</i>	<i>Practice that exemplifies the standard:</i>
1. The educational leader recognizes the centrality of her/his role in guiding the instructional program and uses data about student learning to identify areas of strength and areas needing improvement. The leader initiates professional dialogue with teachers around instructional goals and strategies.	1. The educational leader engages faculty in dialogue about instructional programs with a focus on meeting performance/content standards, using data to identify areas needing improvement, setting goals in these areas, and identifying and implementing strategies for achieving those goals.	1. The educational leader works with faculty to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve the instructional program through the use of data and other relevant information to monitor and adjust instruction.	1. The educational leader has a deep understanding of standards-based teaching and learning and of strategies for the improvement of systems. The leader regularly engages the faculty in the examination of student outcomes and facilitates meaningful dialogue to deepen their understanding of “best practices” and student learning outcomes.
2. The educational leader ensures compliance with state and district accountability procedures. Periodically the leader discusses data from these procedures with staff to identify areas for improvement.	2. The educational leader works with staff to clarify learning expectations and to use student data to monitor and assess achievement of goals. The leader facilitates individual and collective dialogue with staff to inculcate high expectations and a sense of professional responsibility for student achievement.	2. The educational leader works collaboratively with all members of the professional staff to identify and implement assessment strategies that support continuous improvement of all students to high standards of learning. The leader ensures that these strategies incorporate accurate and appropriate data about teaching and learning.	2. The educational leader facilitates the development of a school-wide commitment to multiple measures of student learning, regular assessment of progress, and the systematic use of assessment data to guide teaching and learning. The leader ensures that the site's accountability strategies focus on the achievement of all students and on closing the achievement gap between subgroups of students.
3. The educational leader demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her/his work. The leader is aware of the right of all students, families, and staff and acts to protect these rights.	3. The educational leader consistently applies and models principles of ethical and professional behavior in carrying out her/his role. The leader works with staff to articulate a shared understanding of the rights of all students and their families and to incorporate this understanding into individual and collective practices.	3. The educational leader articulates and communicates professional values that are aligned with ethical concepts of fairness, justice, and service. The leader guides staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education. The leader facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards.	3. The educational leader practices leadership from a base of personal and professional ethics that place the welfare of students and the good of community ahead of personal interests. The leader's actions demonstrate the highest level of commitment to promoting the right of every student to a high quality education and to ensuring that the school provides all students equal access to standards-based education. The leader influences the professional culture of the school with values of fairness, justice, service, and integrity.

Enduring Understanding #5, continued

<i>Practice that is directed toward standard:</i>	<i>Practice that approaches the standard:</i>	<i>Practice that meets the standard:</i>	<i>Practice that exemplifies the standard:</i>
<p>4. The educational leader demonstrates commitment to her/his own professional growth by regular participation in activities such as conferences, professional development opportunities, and professional reading.</p>	<p>4. The educational leader demonstrates the ability and willingness to examine his/her practice, identify needed areas of development and engage in appropriate learning opportunities in support of identified goals for growth.</p>	<p>4. The educational leader models principles of reflective practice and continuous growth by acting as a principal learner in the school community. The leader engages in a variety of strategies to extend and develop his/her relevant professional knowledge and to support personal development. The leader demonstrates ways of integrating professional and personal growth into his/her daily practice.</p>	<p>4. The educational leader models reflection and continuous growth by sharing his/her learning process and its relationship to organizational improvement. The leader uses experiences and new learning opportunities as the basis for ongoing reflection and development. The leader actively integrates opportunities and/or their results into the environment of the school to shape a culture that values reflection, inquiry, and learning</p>
<p>5. The educational leader demonstrates commitment to her/his school and its community. The leader is aware of areas in which the professional community in the school might increase commitment and effort to benefit student learning and encourages others to improve their practice.</p>	<p>5. The educational leader recognizes the need to nurture the commitment of individuals at the site in support of the common agenda. The leader identifies strategies to assist and support members of the school community in prioritizing and focusing efforts toward student learning. The leader facilitates colleagues in seeking an effective balance between work and personal life.</p>	<p>5. The educational leader demonstrates the effective use of multiple strategies to increase commitment and effort among all staff. The leader facilitates staff in regularly clarifying priorities in relationship to educational purpose. The leader employs an array of substantive and symbolic actions to inspire staff.</p>	<p>5. The educational leader acts as a model of commitment and effort by demonstrating an active balance in her/his work and personal life that allows her/him to sustain focused purpose and a high level of professional performance. By her/his example and efforts, including substantive and symbolic strategies, she/he ensures the staff's collective capacity to inspire each other to high levels of effort.</p>

Revised 8/8/10 by the following professors: Bonanno, Beto, Reis, Demko, Lawry, Cavallo, Burciaga; based on first draft by Pollack and Stebbins; yet to be decided are the four writing assignments and the new rubric.



**Department of Educational Leadership
Connie L. Lurie College of Education**

**PORTFOLIO APPROVAL FORM
Preliminary Administrative Services Credential Program
Tier 1**

(student name)

(school/district)

**The Administrative Candidate
presented this**

Portfolio of Competencies

on

(date)

at

(location)

(SJSU Fieldwork Supervisor's Signature)

