

## Quarterly Report from Fielding Graduate University to Address Stipulations October 2015

### Overview of this Report

This agenda item provides information on the quarterly report submitted by Fielding Graduate University (FGU) addressing stipulations resulting from their spring 2015 site visit.

### Staff Recommendation

This is an information/action item. No action is needed at this time, however, should the COA wish to take action it may do so. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution for the 2015-16 year.

### Background

A site visit was held at Fielding Graduate Institute on March 22-24, 2015. The report resulting from that visit was presented to the Committee on Accreditation at their April/May 2015 meeting <http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-04/2015-04-item-30.pdf>. After discussion and deliberation, the Committee determined that the institution be granted **Accreditation with Probationary Stipulations**. The stipulations included the following:

- 1) The institution must provide an action plan and quarterly reports to the Committee on Accreditation. The first Quarterly Report is due on August 17, 2015.
- 2) The unit is to demonstrate alignment of the curriculum and assessments with the Commission's Preliminary Administrative Services Program Standards.
- 3) The unit is to provide evidence that fieldwork includes experiences noted in the Program Standards and Common Standards.
- 4) The unit is to provide evidence of a program assessment and evaluation system with data that provides program improvement based upon program standards and input from Pre K-12 partners.
- 5) The unit is to provide evidence of a unit assessment and evaluation system that includes evaluation of faculty as well as feedback for district-employed supervisors.
- 6) The unit is to provide evidence that they collaborate regularly and systematically with colleagues in Pre K-12 settings and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.

### Report Contents

The report was received on August 17, 2015 and has been read and analyzed by staff. Included here as Appendix A, the report is organized into sections that address each of

the stipulations and is accompanied by a table providing additional detailed information on stipulations 1 and 2 in Appendix B.

Appendix A  
Fielding Graduate University Quarterly Report  
September 2015

	Stipulation from 2015 Site Visit Report	Action Plan Components	Tasks in Progress	Tasks Completed
1	The institution must provide an action plan and quarterly reports to the Committee on Accreditation. First report due August 17, 2015	<ol style="list-style-type: none"> <li>1. The CTC Accreditation work is being conducted under the supervision of Provost, Gerald Porter (appointment announcement attached)</li> <li>2. Fielding has hired Steve Shapiro, Interim Dean of Academic Affairs including program accreditation Porter (appointment announcement attached).</li> <li>3. The PASC faculty work group will participate in a 9 day CTC Accreditation Retreat conducted in June, July, August and September to align the curriculum, identify key assignment, develop assessment tools and processes for analyzing data on a continuous basis.</li> <li>4. The PASC faculty work group will receive Chalk &amp; Wire professional development</li> <li>5. The CTC Accreditation</li> </ol>	<ol style="list-style-type: none"> <li>1. Schedule CTC Accreditation Work Group meeting dates</li> <li>2. Plan agendas and faculty assignments</li> <li>3. Review progress and development of accreditation documents</li> <li>4. Prepare accreditation documents</li> <li>5. August Meeting Dates: August 10, 12, 14, 15, 26 (Online)</li> <li>6. Review Chalk &amp; Wire Webinars</li> <li>7. Meet weekly with Provost Gerald Porter</li> <li>8. Meet regularly with Steve Shapiro, Interim Dean of Academic Affairs</li> </ol>	<ol style="list-style-type: none"> <li>1. PASC faculty attended the CTC Accreditation Retreat and Chalk &amp; Wire professional development in June, July and August Meeting Dates: June 18, (Chalk/Wire F-2-F) June 25 &amp; 26 (F-2-F) July 21, 2015 (Online)</li> <li>2. PASC faculty worked individually on portions of curriculum alignment in preparation of CTC Accreditation Retreat (Online) on August 12, 2015</li> <li>3. PASC faculty attended the CTC Accreditation work group meetings (Online) on August 10, 12, 14 and 15, 2015 (The work outlined in item #2 on this matrix describes the work completed during the F-2-F and online meetings)</li> <li>4. PASC faculty study Chalk &amp;</li> </ol>

	Stipulation from 2015 Site Visit Report	Action Plan Components	Tasks in Progress	Tasks Completed
		<p>stipulations will be reviewed, addressed, and corrective action taken to prepare and submit accreditation documents.</p> <p>6. Faculty will work individually on portions of curriculum alignment between meeting dates.</p> <p>7. June, July and August Meeting Dates:  June 18, (Chalk &amp; Wire Face-to-Face)  June 25 &amp; 26 (Face-to-Face)  July 21, 2016 (Online)  August 10, 12, 14, and 15 (Online)</p> <p>8. Quarterly Report 1 Due August 17</p> <p>9. Quarterly Report 2 Due November 17</p> <p>10. Quarterly Report 3 Due February 17, 2016</p> <p>11. Quarterly Report 4 Due May 17, 2016</p>		<p>Wire Webinars to advance technical knowledge of program and enhance instructional practices.</p> <p>5. Kathy Tiner, Program Director meets weekly with Gerald Porter, Provost</p> <p>6. Kathy Tiner, Program Director met with Steve Shapiro, Interim Dean of Academic Affairs on August 13, 2015.</p>
2	<p>The unit is to demonstrate alignment of the <b>curriculum</b> with CTC Program Standards.</p> <p>----</p> <p>The unit is to demonstrate</p>	<p>1. PASC faculty will review the CTC Program Standards and align the curriculum and identify key assignments.</p> <p>2. PASC faculty will review the</p>	<p>This work below will be completed for terms one, two, and three.</p> <p>1. The PASC faculty work group reviewed the CTC Program</p>	<p>1. PASC faculty reviewed the CTC Program Standards and aligned the first, second and third semester curriculum.</p> <p>2. Key assignments were</p>

	Stipulation from 2015 Site Visit Report	Action Plan Components	Tasks in Progress	Tasks Completed
	alignment of the <b>assessments</b> with CTC Program Standards.	CTC Program Standards to create assessments and rubrics for key assignment.	Standards. 2. The next step is the redesign of the curriculum to align it with valid and meaningful key assignments. 3. Select assessments aligned to key assignments to meet the CTC Program Standards	selected for the first term of the program.  <i>Please see Appendix B for a table summarizing this work to date.</i>
3	The unit provides evidence that fieldwork includes experiences noted in the CTC Program Standards and Common Standards.	1. PASC faculty will review the PASC fieldwork assignments, curriculum, key assignments, and projects by term to select evidence and document the alignment to the CTC Program and Common Standards.	1. The PASC faculty work group reviews the CTC Program Standards to redesign the curriculum to align it with valid and meaningful key assignments and relevant assessments to meet the CTC Program Standards. This work will be completed for terms 1, 2, and 3.	1. The PASC faculty work group reviewed the CTC Program Standards 2. The faculty deconstructed and modified the curriculum to align it with valid and meaningful key assignments 3. Faculty selected assessments for term 1 aligned to the CTC Program Standards  <i>Please see Appendix B for a table summarizing this work to date.</i>
4	The unit provides evidence of a program assessment and evaluation system with data that informs program improvement based upon program standards and input from PreK-12 partners.	1. PASC faculty will review the PASC course assignments and assessments by term to select and document evidence of a program assessment and evaluation system with data that informs program improvement based upon program standards and input	1. Identify program assessment tools to be used in a unit-wide assessment system 2. An Advisory Group composed of school site and district administrators has been selected to participate in trimester meetings to inform program improvement based on CTC	1. -- 2. An Advisory Group meeting is scheduled for September 17, 2015

	Stipulation from 2015 Site Visit Report	Action Plan Components	Tasks in Progress	Tasks Completed
		<p>from PreK-12 partners.</p> <p>2. Identify an Advisory Group who will review program assessment results and suggest program improvement measures</p>	<p>program standards.</p> <ul style="list-style-type: none"> <li>• Ventura</li> <li>• San Bernardino</li> <li>• Riverside</li> <li>• Santa Barbara</li> <li>• Charter Schools</li> </ul>	
5	The unit provides evidence of a unit assessment and evaluation system that includes evaluation of faculty as well as feedback for district-employed supervisors.	<p>1. Contact and meet with Human Resources</p> <p>2. Create a separate Moodle site for district employed supervisors</p>	<p>1. A meeting with Human Resources has been scheduled to review faculty evaluation process.</p>	
6	The unit provides evidence that they collaborate regularly and systematically with colleagues in PreK-12 settings and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.	<p>1. Teresa will participate in CTC Program Reviews to increase expertise in the accreditation processes</p> <p>2. Attend professional conferences AERA, CAPEA</p> <p>3. Develop an Advisory Group composed of school site and district administrators</p>	<p>1. A request to participate in CTC program reviews has been submitted</p> <p>2. Register for AERA, CAPEA Conferences in the 2015-16 year</p> <p>3. An Advisory Group composed of school site and district administrators has been selected to participate in trimester meetings</p>	<p>1. --</p> <p>2. Conference registration for CAPEA has been submitted</p> <p>3. An Advisory Group meeting is scheduled for September 17, 2015</p>
7	Remain in contact with CTC throughout the Accreditation process	<p>1. 6/16/15 Gay met with Kathy and Teresa to provide guidance and discuss stipulations. She discussed Matrix Correlating the Underlying Standards to the Site Visit Stipulations</p>	<p>1. Continue to document the CTC Accreditation Work Group progress in the PASC Program curriculum redesign, development of key assignments, assessment tools and processes for</p>	<p>1. 6/16/15 Gay met with Kathy and Teresa to provide guidance and discuss stipulations. She discussed Matrix Correlating the Underlying Standards to the Site Visit Stipulations</p>

	Stipulation from 2015 Site Visit Report	Action Plan Components	Tasks in Progress	Tasks Completed
		<ol style="list-style-type: none"> <li>2. 6/23/15 Gay met w/ Kathy and Teresa. Gay provided the Matrix Correlating the Underlying Standards to the Site Visit Stipulations</li> <li>3. 8/14/15 Gay, Kathy and Teresa met to review Quarterly Report</li> </ol>	<ol style="list-style-type: none"> <li>analyzing data on a continuous basis.</li> <li>2. Meet with Gay Roby on a continuing basis.</li> <li>3. Teresa will attend the CTC Think Tank 2015 "Clear Administrative Services Credential: The Implementation Phase" on September 10, 2015 in Pomona.</li> </ol>	<ol style="list-style-type: none"> <li>2. 6/23/15 Gay met w/ Kathy and Teresa. Gay provided the Matrix Correlating the Underlying Standards to the Site Visit Stipulations</li> <li>3. 8/14/15 Gay, Kathy and Teresa met to review Quarterly Report prior to submission and schedule the onsite CTC Visitation on February 16 &amp; 17, 2016.</li> </ol>

**Appendix B**  
**Course Terms**

**Term1, Course 1: Principal as Visionary and Systemic Instructional Leader (3 cr.)** Instructional Strategies, Management (fiscal ) Practices, Evaluation Process, Management, Organization, Monitoring Teachers, Growth leader, Model Self-improvement, Motivation, Acknowledgment, Adult learners, Professional development

CAPE	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
<p>1 - Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals</p>	<p><b>A-4.</b> 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</p> <p><b>A-5.</b> Skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals</p>	<p>-Write a personal vision of education and instruction and use it to guide your fieldwork</p> <p>-Read about the purpose for a school vision and create guideline for an effective school vision and process for implementation</p> <p>-Examine your school vision and mission statement and compare it to the guidelines of an effective vision and to the vision of your LEA.</p> <p>-Watch Video: Every Day Creativity by Dewitt Jones</p>	<p>* Met with your principal and discuss how the school vision and mission impact the leadership and management of the school. Write a reflection about what you learned.</p> <p>*Share your vision guidelines with class peers, school committee and/or principal. Add observations to Vision Reflection.</p>	<p>The Flat World and Education: How America's Commitment to Equity Will Determine Our Future</p> <p>Schools That Learn Senge</p>
<p>2 - Developing a Shared Commitment to the Vision Among All Members of the School Community</p>	<p><b>A-3.</b> Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies</p> <p><b>A-10.</b> Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers</p> <p><b>A-12.</b> Facilitate the comprehensive integration of technology to support achievement of the vision</p> <p><b>A-16.</b> Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus</p>	<p>- Identify school electronic system and know how to use it for communicating with stakeholders</p> <p>-Develop a plan to communicate school vision and mission with parents, teachers, and community members</p> <p>-Develop a plan for engaging in multiple and systemic opportunities to practice</p>	<p>-Use electronic system to create a phone message or email to inform parents of upcoming event or other pertinent information</p> <p>*Attend a District Board Meeting, School Site Council, DELAC, or Title I Meeting and write a reflection about the purpose of the meeting and its link to the vision of your</p>	<p>On Common Ground</p> <p>The Power of Professional Learning Communities DuFour</p>

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CAPE	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	building and decision making	effective communication in support of the vision	school/district. Participate in a school wide Committee to build a new vision or support an existing vision. *Lead or participate in a training for stakeholders on consensus building and decision making	
4- Sharing Leadership with Others in the School Community to Help Accomplish the Vision	<p><b>A-3.</b> Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies</p> <p><b>A-4.</b> 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</p> <p><b>A-6.</b> 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</p> <p><b>A-8.</b> The relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education for all students</p> <p><b>A-9.</b> Examine and respond to equity issues related to race, diversity, and access, using inclusive practices</p>	<p>Read about and examine distributive leadership, professional learning community, parent leadership development and diverse constituent engagement at the school level. Write a one page summary for each area.</p> <p>Guiding Questions: What does distributed leadership look like? What is the role of professional Learning Community? What does parent leadership development look like? What does diverse constituent engagement look like at your school?</p>	<p>Reflection: #1 Write about the distributed leadership at your school site and the role of the PLCs?</p> <p>Reflection: #2 Write about how diverse constituent engagement functions at your school.</p> <p>Collect artifacts from meeting including agendas, handouts, photos, announcements, emails etc.</p> <p>Create or assist in developing productive PLC participation in your school.</p>	Leading for Social Justice Frattura & Capper

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CAPE	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
5- Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction	<p><b>B-1.</b> Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.</p> <p><b>B-3.</b> California’s K-12 student academic content standards and state-adopted assessment systems for measuring student performance</p> <p><b>B-6.</b> Appropriate and “best” instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented</p> <p><b>B-16.</b> Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes</p>	<p>Identify the Core Instructional Programs to meek K-12 standards at your school</p> <p>-Understand Common Core State Standards and identify how they are aligned at various grade levels and subjects</p> <p>-Learn to analyze classroom, school wide and district Smarter Balanced Assessment Consortium (SBAC) data</p> <p>-Learning about Dimensions of Effective Instructional Practices (Fink)</p>	<p>Bring in class and school wide hard and soft data to analyze academic achievement trends.</p> <p>-Identify adult learning practices and implement them in a school professional development of leadership activity.</p> <p>-Participate in developing PLCs Cycle of Continuous Improvement.</p>	<p>Schools That Learn Senge</p> <p>Lucy Calkins Pathwa to the Common Core</p> <p>Fink- Leading for Instructional Improvement</p> <p>Professional Learning Communities at Work, Dufour</p>
13- Modeling Life-Long Learning and Job-Related Professional Growth	<p><b>D-3.</b> Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one’s own performance</p>	<p>Using the Fielding Self-Assessment Document, develop a professional growth plan for three semesters (periodic evaluation)</p>	<p>Meet with Principal to review and discuss <b>your</b> growth plan.</p>	<p>Leadership &amp; Sustainability Fullan</p>
14- Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities	<p><b>D-4.</b> Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.</p>	<p>Study and examine the role of an instructional leader.</p> <p>Develop a list of professional growth activities for professional development with your “Job-A-like group”</p>	<p>-Join the Instructional Leadership Team at your school.</p> <p>-Collect artifacts from meeting including agendas, handouts, photos, announcements, emails etc. Instructional Leadership Team</p>	<p>Transformative Leadership in Education: Equitable Change in an Uncertain and Complex World by Carolyn Shields (2013)</p>

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CAPE	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
			-Participate in leading a school or grade level PD.	
16 Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning	<b>E-11.</b> Understand how to apply systems thinking to set priorities and manage organizational complexity	Introduction to Systems Thinking *Reading Senge (select sections) to identify various systems within their school and district	Identify one area or problem in your school and apply a systems thinking approach to help design an action plan for this area or problem.	California School Law 3 <sup>rd</sup> Edition Senge Elmore article
20 Involving the Community in Helping Achieve the School's Vision and Goals	<p><b>F-1.</b> Defining an inclusive "school community"</p> <p><b>F-2.</b> Understand the multiple connections between school, families, and the community</p> <p><b>F-3.</b> Skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision</p> <p><b>F-4.</b> Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups</p> <p><b>F-5.</b> How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making</p> <p><b>F-9.</b> Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs</p> <p><b>F-10.</b> Expository, persuasive, and narrative writing</p>	<p>-Learn how to create a survey to measure school culture (school wide programs, survey about received customer service in the office, or parent goals for the school)</p> <p>-Determine if parents are receiving communication in a format that is accessible for all</p> <p>-Study effective communications that advocate for the school community</p> <p>-Scenarios to persuade teachers and constituents: Changing the name of the school.</p> <p>-Parent will need to have child vaccinated.</p> <p>-Applying for a DLE program</p> <p>-Fencing around the school</p>	<p>Create a survey that provides soft data about your school</p> <p>Write a reflective paper analyzing and evaluating the leadership activities taken to prepare and facilitate this activity</p> <p>Visit another school to learn about their school culture</p> <p>Design a plan to create a welcoming school environment.</p> <p>Write a summary of your schools accomplishment using expository, persuasive, and narrative writing skills</p>	

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CAPE	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	skills necessary to advocate for the school, its accomplishments and its needs			

**Term 1, Course 2: Leading for a Democratic Society (3 cr.)** Equity, diversity & access in education toward building a democratic society, Vision- community, Equity, race, access, ethics, Distributed leadership throughout the community (K-12 content, pedagogy, standards, Cultural, linguistic, socio-economic, politics, ELLs, Spec.Ed., Change theories & strategies, Fiscal resources, Professional growth, data, Adult learning and mentoring/coaching, systems thinking, organization, Collaboration

CAPEs	Content Knowledge Expectations	Assignments	Fieldwork	Book Titles & Resources
1 - Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals	<p><b>A-1.</b> Major theories and concepts in educational leadership</p> <p><b>A-2</b> Relationships between leadership theory and practice in the context of contemporary educational issues in California</p>	<p>Study leadership through the work of:</p> <p>Fullan Elmore Marzano Darling-Hammond Educational Leadership Magazine ASCD Dufour</p>	<p>-Shadow Principal at your school site</p> <p>-Guiding question (s): What are some observations you made during your shadowing how does it tie to leadership theory you read about?</p>	<p><i>Resourceful Leadership</i>, City</p> <p>How to Create a Culture of Achievement in Your School and Classroom Paperback – May 3, 2012 by Douglas Fisher (Author), Nancy Frey (Author), and Ian Pumpian (Author)</p>
2 - Developing a Shared Commitment to the Vision Among All Members of the School Community	<p><b>A-2.</b> Relationships between leadership theory and practice in the context of contemporary educational issues in California</p>	<p>Develop a conceptual understanding of contemporary issues such as equity in funding, student evaluation, school accountability, etc.</p>	<p>School Walkthrough – Observe and make notes of customer service, parent/teacher interaction in the morning, interactions between teachers on duty and students during recess and lunch</p>	<p>Constructivist Classroom Brooks &amp; Brooks Leading for Social Justice Frattura &amp; Capper</p>
3 Leading by Example to Promote Implementation of the Vision	<p><b>A-4.</b> 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</p>	<p>Identify equity issues related to race, diversity and access in achieving the vision and mission using student data and community resources</p>	<p>Identify relevant student data that shape school programs and relate to the school vision and mission</p> <p>-Attend DELAC, Special</p>	<p>Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms Paperback – June 28, 2005</p>

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CAPES	Content Knowledge Expectations	Assignments	Fieldwork	Book Titles & Resources
	<p><b>A-8.</b> The relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education for all students</p> <p><b>A-13.</b> Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness</p> <p><b>A-15.</b> 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</p>	<p>Study means for creating transparency and inclusiveness in decision making at the school</p>	<p>Education meetings</p> <p>Write a reflective paper analyzing the meetings attended</p>	<p>by <a href="#">Norma Gonzalez</a></p> <p>The Culturally Proficient School: An Implementation Guide for School Leaders Paperback – June 20, 2013 by Randall B. Lindsey (Author),</p> <p><i>Using Data to Focus Instruction</i>, Ward, Fisher, Frey and Lapan Brain Research book</p>
<p>4- Sharing Leadership with Others in the School Community to Help Accomplish the Vision</p>	<p><b>A-3.</b> Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies</p> <p><b>A-4.</b> 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</p> <p><b>A-9.</b> Examine and respond to equity issues related to race, diversity, and access, using inclusive practices</p> <p><b>A-10.</b> Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers</p>	<p>Funds of Knowledge Understanding Stakeholder culture Poverty Language Diversity Ethnic, religious, sexual orientation issues Special Education Different ways of learning</p> <p>How this relates to vision, equity and inclusive practices</p>	<p>Reflection: #1 Write about the distributed leadership at your school site and the role of the PLCs? -Reflection: #2 Write about how diverse constituent engagement functions at your school. Collect artifacts from meeting including agendas, handouts, photos, announcements, emails etc.</p>	<p>The essential 55 School Budget Book Noguera</p>

**Term 1, Course 2: Leading for a Democratic Society (3 cr.)** Equity, diversity & access in education toward building a democratic society, Vision- community, Equity, race, access, ethics, Distributed leadership throughout the community (K-12 content, pedagogy, standards, Cultural, linguistic, socio-economic, politics, ELLs, Spec.Ed., Change theories & strategies, Fiscal resources, Professional growth, data, Adult learning and mentoring/coaching, systems thinking, organization, Collaboration

CAPES	Content Knowledge Expectations	Assignments	Fieldwork	Book Titles & Resources
5- Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction	<p><b>B-6.</b> Appropriate and “best” instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented</p> <p><b>B-26.</b> Understand and maximize the relationships between student behavior management systems and student success</p>	<p>-Study procedures for at-risk students</p> <p>-Learn ways to teach English Language Learners</p> <p>-English Learner Common Core State Standards</p> <p>-Special Education</p>	<p>-Research Laurie Olson work around Long Term English Learners.</p> <p>-Identify the Tier I, Tier II and Tier III supports available at your site.</p> <p>-Develop strategies and resources for working with diverse language groups (bring in a lesson plan) FINK</p>	
7 Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors	<p><b>B-2.</b> Recognize and identify mental health conditions that support or hinder student achievement.</p> <p><b>B-12.</b> Understand the purpose, role and use of multiple assessments to continuously evaluate student learning</p> <p><b>B-13.</b> Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers</p> <p><b>B-23.</b> Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active learning and promote student reflection and inquiry</p> <p><b>B-24.</b> Understands how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity,</p>	<p>-Read “White Privilege: Unpacking the Invisible Knapsack”</p> <p>-As faculty we need to develop theory; What are some staple articles in the following area: Principles of educational equity and diversity</p> <p>Theories and strategies for instituting, managing, and evaluating a school change process</p>	<p>Participate in leading a school or grade level PD.</p> <p>Incorporate theory in professional development presented.</p> <p>Attend an IEP and write a reflection about the roles of the members of the team</p>	

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CAPES	Content Knowledge Expectations	Assignments	Fieldwork	Book Titles & Resources
	<p>and collaboration</p> <p><b>B-27.</b> Understand how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning</p> <p><b>B-29.</b> Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions</p> <p><b>B-31.</b> Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians</p> <p><b>B-32.</b> Identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias</p>		Attend District/County Office PD related to their school wide focus	
10 Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement	<p><b>C-1.</b> Theories and strategies for instituting, managing, and evaluating a school change process</p> <p><b>C-2.</b> Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all</p> <p><b>C-5.</b> Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating</p>	PLC and planning PDs- Articles/Readings PD-Ted Talks	<p>What does PLC assessment analysis look like at your school?</p> <p>Create a reflection sheet for teachers at the end of PD to help teachers reflect or next steps-</p>	

**Term 1, Course 2: Leading for a Democratic Society (3 cr.)** Equity, diversity & access in education toward building a democratic society, Vision- community, Equity, race, access, ethics, Distributed leadership throughout the community (K-12 content, pedagogy, standards, Cultural, linguistic, socio-economic, politics, ELLs, Spec.Ed., Change theories & strategies, Fiscal resources, Professional growth, data, Adult learning and mentoring/coaching, systems thinking, organization, Collaboration

CAPES	Content Knowledge Expectations	Assignments	Fieldwork	Book Titles & Resources
	<p>opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes</p> <p><b>C-6.</b> Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes</p>		add to PLC	
<p>11 Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan</p>	<p><b>C-3.</b> Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation</p>	<p>Research on PBIS Restorative Justice</p>	<p>-Review the Behavior management procedure at your school -Community Services Assessment to ascertain what services are available to children and parents in the students community</p>	
<p>14 Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities</p>	<p><b>D-2.</b> Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation</p>	<p>-Examine leadership styles and how they effect group dynamics. -Learn group protocols that facilitate professional learning</p>	<p>Use a Professional Protocol to share a Journal article with faculty.</p>	

**Term 1, Course 2: Leading for a Democratic Society (3 cr.)** Equity, diversity & access in education toward building a democratic society, Vision- community, Equity, race, access, ethics, Distributed leadership throughout the community (K-12 content, pedagogy, standards, Cultural, linguistic, socio-economic, politics, ELLs, Spec.Ed., Change theories & strategies, Fiscal resources, Professional growth, data, Adult learning and mentoring/coaching, systems thinking, organization, Collaboration

CAPES	Content Knowledge Expectations	Assignments	Fieldwork	Book Titles & Resources
20 Involving the Community in Helping Achieve the School's Vision and Goals	<p><b>F-6.</b> Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community</p> <p><b>F-7.</b> Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change</p> <p><b>F-8.</b> Strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote the health, safety, and well-being of all students</p>	<p>-Create Job-A-Like and Advisory Groups among students to facilitate collaborative work.</p> <p>-Examine role of values in school culture.</p> <p>Create Grading Rubrics</p> <p>Create Community Values</p>	<p>Lead trust building activity with faculty or parent group.</p> <p>Use PASC classroom protocols to identify group values for grade level teams or department teams</p>	

**Term 2, Course 1: Leadership in Curriculum and Instruction (3 cr.)**

This course emphasizes: Data analysis, walkthroughs, coaching teachers, assessments, Budget, Create scenarios Planning for next year’s budget

CAPEs	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
3 Leading by Example to Promote Implementation of the Vision	<p><b>A-11</b> Shape School Programs, plans, and activities to ensure they are integrated, articulated through the grades, and consistent with vision.</p> <p><b>A-17</b> Network with other professionals to improve personal knowledge and skills necessary for the job of school administrator</p> <p><b>A-18</b> Understand how to identify and access resources to help address difficulty or complex problems and issues that may arise.</p>	<p>-Learn a process for establish “norms” for collaborative work.</p> <p>-Learn how to design soft data to measure implementation of school vision.</p> <p>-Work with class groups, Job Alike and Advisory, to share and improve knowledge of administrative tasks.</p> <p>-Work with groups in class to find internet resources and blogs to expand knowledge in educational administration.</p>	<p>Meet with Principal to identify administrative task and project.</p> <p>-Join ACSA</p> <p>-Investigate the purpose of and join professional organizations.</p>	<p><i>Engaging Teachers in Classroom Walkthroughs</i> by DonaldS. Kaucher et.al</p> <p><i>How to plan Rigorous Instruction</i> by Robyn R. Jackson</p> <p><i>Effective Supervision Supporting the Art and Science of Teaching</i> by Robert Manzano</p>
5- Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction	<p><b>B-1.</b> Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.</p> <p><b>B-4</b> K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and students.</p> <p><b>B-5</b> Teacher observations and evaluation systems grounded in standards-based teaching and learning.</p> <p><b>B-6</b> Appropriate and “best” instructional practices for all learners, including English Learners, students with special needs, and students who are gifted/talented.</p> <p><b>B-11</b> Valid processes for developing appropriate and</p>	<p>-Learn the fundamentals of Walk Throughs to identify the level of application of school wide programs and strategies.</p> <p>-Learn how to use data to analyze student achievement.</p> <p>-Examine formative and summative evaluation practices and how they impact instruction.</p>	<p>-Design a Walk Through for your school.</p> <p>-Use electronic system to create a report to analyze student data</p> <p>-Examine hard and soft data To inform instructional decisions in your school.</p>	<p><i>Accelerating Literacy for Diverse Learners</i> By Socorro Herrera</p> <p><i>Leading for Instructional Improvement</i> by Fink</p>

	<p>effective classroom assessments as one source of multiple data about teacher effectiveness and student learning.</p> <p><b>B-12</b> Understand the purpose, role and use of multiple assessments to continuously evaluate student learning.</p> <p><b>B-14</b> Knowledge of appropriate effective college readiness and curricular activities</p> <p><b>B-17</b> Induction programs for beginning teachers, including BTSA</p>			<i>Learning to Lead by Warren Bennis</i>
<p>6 Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth</p>	<p><b>B-7</b> Types of evidence need to support evidence-based decisions regarding instructional improvement, including changes in practice</p> <p><b>B-8</b> Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions</p> <p><b>B-9</b> Methods/Approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments</p> <p><b>B-10</b> Promote student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum</p> <p><b>B-18</b> Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</p>			
<p>7 Demonstrating Understanding of the School and Community Context, Including the</p>	<p><b>B-13</b> Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers</p> <p><b>B-25</b> Policies and practices for determining student learning needs, placing students in appropriate</p>			

<p>Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors</p>	<p>learning contexts, and ensuring full access to the curriculum for all students  <b>B-28</b> Understand how to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning  <b>B-31</b> Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians  <b>B-32</b> Identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias</p>			
<p>9 Working with Others to identify Students and Needs and Developing a Data-Based School Growth Plan</p>	<p><b>C-1</b> Theories and strategies for instituting, managing, and evaluating a school change process  <b>C-4</b> Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school's vision and goals</p>			
<p>10 Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement</p>	<p><b>C-1</b> Theories and strategies for instituting, managing, and evaluating a school change process  <b>C-2</b> Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs in working with others to improve student learning opportunities and outcomes for all students, including English Learners and students with special needs</p>	<p>-Examine core concepts of learning organizations.   -Learn strategies for identifying and solving school based problems and needs.  -</p>	<p>Use a problem solving protocol with grade level, department or committee in your school.</p>	
<p>12 Instituting a Collaborative Ongoing Process of Monitoring and Revising the</p>	<p><b>C-6</b> Strategies for building community capacity to bring about a school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection</p>			

Growth Plan Based on Student Outcomes	<p>relative to student outcomes</p> <p><b>C-7</b> Use time and technology effectively to manage the school improvement process</p> <p><b>C-8</b> Understand how to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan</p> <p><b>C-9</b> Strategies for continuous progress monitoring of the school's growth plan and outcomes, and for using those data for updating the school growth plan as needed</p>			
13 Modeling Life-Long Learning and Job-Related Professional Growth	<p><b>D-1</b> Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan</p> <p><b>D-3</b> Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one's own performance</p>			
14 Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities	<p><b>D-2</b> Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation</p> <p><b>D-4</b> Understand how to use professional development for faculty, staff and self to promote lifelong learning and the success of all student groups</p> <p><b>D-5</b> Understand how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation,</p>			

	and feedback, to promote effective teaching and improve performance for all faculty and staff			
15 Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents and Other Members of the School Community in Support of the Educational Program	<p><b>D-6</b> Understand how to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals</p> <p><b>D-7</b> Strategies for building individual staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment</p> <p><b>D-8</b> Model how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influences on others.</p> <p><b>D-9</b> Understand how to use time and teaching effectively to improve instructional leadership and promote personal and professional growth</p>			
16 Understanding and Managing complex Interaction of all the School's Systems to Promote Teaching and Learning	<p><b>E-5</b> Understand school-wide intervention strategies</p> <p><b>E-7</b> Understand how district policies and specific laws (e.g., related to students with disabilities, English Learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently with the parameters of applicable laws, policies, regulations, and requirements</p> <p><b>E-9</b> Prioritize use of school resources, including the budget, to support the school's vision, goals, and growth plan</p> <p><b>E10</b> Research based strategies and best practices for establishing, monitoring, and evaluating</p>			

	organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups			
18 Implementing California School Guidelines and Other Relevant Federal, State and Local Requirements and Requisitions	<b>E-1</b> Understand federal, state, and local laws, regulations, and guidelines relating to public school and educational process			

**Term 2, Course 2: Leadership for Community Collaboration (3 cr.)** Growth Plan Use electronic system to create a report to analyze student data

Bring in class and school wide data hard and soft data to analyze academic achievement trends. How do you gather soft data to inform teaching and learning?

CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
2 - Developing a Shared Commitment to the Vision Among All Members of the School Community	<p><b>A-2.</b> Relationships between leadership theory and practice in the context of contemporary educational issues in California</p> <p><b>A-5.</b> Skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals</p> <p><b>A-9.</b> Examine and respond to equity issues related to race, diversity, and access, using inclusive practices</p>			
4- Sharing Leadership with Others in the School Community to Help Accomplish the Vision	<p><b>A-12.</b> Facilitate the comprehensive integration of technology to support achievement of the vision</p> <p><b>A-17.</b> Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator</p> <p><b>A-18.</b> Understand the roles of a broad range of support staff and mental health professionals.</p>	-Research and examine community connections.	<p>-Identify characteristics of your school community as a learning organization</p> <p>-Identify barriers to implementation to vision.</p>	
7 Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors	<p><b>B-15.</b> Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectation</p> <p><b>B-29.</b> Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions</p> <p><b>B-30.</b> Strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community</p>			
8 Communicating with the School Community about	<b>B-4.</b> K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content			

<p>schoolwide Outcomes Data and Improvement Goals</p>	<p>areas, including instructional uses and applications of technology within the educational program for all teachers and student</p> <p><b>B-10.</b> Promote student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum</p> <p><b>B-19.</b> Effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals</p>			
<p>11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan</p>	<p><b>C-3.</b> Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation</p> <p><b>C-6.</b> Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes</p> <p><b>C-8.</b> Understand how to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan</p> <p><b>C-9.</b> Strategies for continuous progress monitoring of the school’s growth plan and outcomes, and for using those data for updating the school growth plan as needed</p>			
<p>14. Helping Teachers Improve Their Individual</p>	<p><b>D-10.</b> Understand how to support, motivate, and provide recognition to staff at various stages in career development</p>			

Professional Practice Through Professional Growth Activities	<b>D-11.</b> Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills		
15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program	<b>D-9.</b> Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth <b>D-11.</b> Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults'		
18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations	<b>E-3.</b> Understand constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment) in various educational contexts and the role of the educational administrator in monitoring and ensuring compliance with these rights and protections <b>E-7.</b> Understand how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements <b>E-12.</b> Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization <b>E-19.</b> Legal and policy requirements related to school safety and how to develop and implement		Parent Handbook w/ School Policies

	<p>district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management</p> <p><b>E-21.</b> Understand the effective use of outside support organizations for student health, safety, and well-being</p>			
19 Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public	<p><b>F-1.</b> Defining an inclusive "school community"</p> <p><b>F-6.</b> Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community</p> <p><b>F-4.</b> Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups</p> <p><b>F-10.</b> Expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs</p>			
20 Involving the Community in Helping Achieve the School's Vision and Goals	<p><b>F-6.</b> Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community</p> <p><b>F-7.</b> Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change</p> <p><b>F-8.</b> Strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote the health, safety, and well-being of all students</p>			

**Term 3, Course 1: Leadership for Organizational and Systems Management (3 cr.)**

This course emphasizes: Budget safety, diversity, data, technology, community legal issues and responsibilities, political factors, shared decision making and educational law.

CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
<p>1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals</p>	<p><b>A-3.</b> Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies  <b>A-7.</b> Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components  <b>A-14.</b> Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups  <b>A-20.</b> Understand how to identify and access resources to help address difficult or complex problems and issues that may arise</p>	<p>Systems based decision making Budget</p>		<p>Learning to Lead  CA School Law 3<sup>rd</sup> Edition Kemer, Samson</p>
<p>6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth</p>	<p><b>B-4.</b> K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and student  <b>B-5.</b> Teacher observation and evaluation systems grounded in standards-based teaching and learning  <b>B-6.</b> Appropriate and "best" instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented  <b>B-8.</b> Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions  <b>B-9.</b> Methods/approaches to providing constructive</p>			

**Term 3, Course 1: Leadership for Organizational and Systems Management (3 cr.)**

This course emphasizes: Budget safety, diversity, data, technology, community legal issues and responsibilities, political factors, shared decision making and educational law.

CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	feedback to teachers based on classroom observations and analysis of student work and/or assessments <b>B-18.</b> Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff <b>B-22.</b> Strategies for self-improvement and planning for continuous learning in order to serve as a role model for others			
7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors	<b>B-15.</b> Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations <b>B-30.</b> Strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community	Behavior Management		
10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement	<b>C-1.</b> Theories and strategies for instituting, managing, and evaluating a school change process <b>C-2.</b> Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs <b>C-3.</b> Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention	Safety Diversity		

**Term 3, Course 1: Leadership for Organizational and Systems Management (3 cr.)**

This course emphasizes: Budget safety, diversity, data, technology, community legal issues and responsibilities, political factors, shared decision making and educational law.

CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation			
11 Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan	<p><b>C-7.</b> Use time and technology effectively to help manage the school improvement process</p> <p><b>C-8.</b> Understand how to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan</p>			
14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities	<p><b>D-3.</b> Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one’s own performance</p> <p><b>D-4.</b> Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.</p> <p><b>D-5.</b> Understand how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</p> <p><b>D-7.</b> Strategies for building individual staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment</p>	Cycle of Continuous Learning		
16. Understanding and Managing the Complex	<b>E-4.</b> Understand and apply principles of conflict resolution, student discipline, school disciplinary			

**Term 3, Course 1: Leadership for Organizational and Systems Management (3 cr.)**

This course emphasizes: Budget safety, diversity, data, technology, community legal issues and responsibilities, political factors, shared decision making and educational law.

CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
Interaction of All of the School's Systems to Promote Teaching and Learning	<p>procedures, including manifestation determination for serious offenses and overall management of the school climate to promote a school culture that is safe and welcoming for all students</p> <p><b>E-5.</b> Understand school-wide intervention strategies</p> <p><b>E-7.</b> Understand how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements</p> <p><b>E-10.</b> Research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups</p> <p><b>E-11.</b> Understand how to apply systems thinking to set priorities and manage organizational complexity</p> <p><b>E-13.</b> Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff</p> <p><b>E-20.</b> Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students</p> <p><b>E-22.</b> Space to meet instructional needs and</p>			

**Term 3, Course 1: Leadership for Organizational and Systems Management (3 cr.)**

This course emphasizes: Budget safety, diversity, data, technology, community legal issues and responsibilities, political factors, shared decision making and educational law.

CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	<p>accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs)</p> <p><b>E-23.</b> Use of technological systems and tools to support the management of school operations</p> <p><b>E-27.</b> Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events</p>			
<p>17 Developing, Implementing and Monitoring the School Budget</p>	<p><b>E-2.</b> School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)</p> <p><b>E-8.</b> Understand, develop, and monitor the school’s budget and expenditures, including involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)</p> <p><b>E-9.</b> Prioritize use of school resources, including the budget, to support the school’s vision, goals, and growth plan</p> <p><b>E-25.</b> Understand how to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups</p> <p><b>E-26.</b> Types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business</p>			

**Term 3, Course 1: Leadership for Organizational and Systems Management (3 cr.)**

This course emphasizes: Budget safety, diversity, data, technology, community legal issues and responsibilities, political factors, shared decision making and educational law.

CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	procedures			
18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations	<p><b>E-6.</b> Understand legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology)</p> <p><b>E-16.</b> Understand processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting</p> <p><b>E-17.</b> Understand how to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools</p> <p><b>E-18.</b> Practices and procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment</p> <p><b>E-19.</b> Legal and policy requirements related to school safety and how to develop and implement district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management</p> <p><b>E-24.</b> Procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and</p>			

**Term 3, Course 1: Leadership for Organizational and Systems Management (3 cr.)**

This course emphasizes: Budget safety, diversity, data, technology, community legal issues and responsibilities, political factors, shared decision making and educational law.

CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	state regulations related to food services, health services, student transportation, free and reduced-price meals)			

**Term 3, Course 2: Leadership in School Improvement and Professional Learning (3 cr.)** (Theory of Adult Learning & Change Processes)

This course emphasizes: Supervision and evaluation, professional growth, individual and collective growth, use of technology within the instructional system, promoting schools' educational growth to the external community and public.

CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision	<p><b>A-1.</b> Major theories and concepts in educational leadership</p> <p><b>A-19.</b> Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals</p> <p><b>A-20.</b> Understand how to identify and access resources to help address difficult or complex problems and issues that may arise</p>	<p>School Improvement &amp; Change Theory</p> <p>Professional Learning Theory</p>		
6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth	<p><b>B-16.</b> Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes</p> <p><b>B-17.</b> Induction programs for beginning teachers, including BTSA</p> <p><b>B-18.</b> Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</p> <p><b>B-20.</b> Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection, self-assessment and self-directed change and improvement</p> <p><b>B-21.</b> Effective uses of staff time for purposes of professional development for both individual and school purposes and goals</p> <p><b>B-23.</b> Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active</p>			

**Term 3, Course 2: Leadership in School Improvement and Professional Learning (3 cr.)** (Theory of Adult Learning & Change Processes)

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CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	<p>learning and promote student reflection and inquiry</p> <p><b>B-24.</b> Understands how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration</p> <p><b>B-29.</b> Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions</p>			
<p>8. Communicating with the School Community about Schoolwide Outcomes Data and Improvement Goals</p>	<p><b>B-28.</b> Understand how to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning</p> <p><b>B-29.</b> Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions</p> <p><b>B-30.</b> Strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community</p> <p><b>B-31.</b> Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians</p> <p><b>B-32.</b> Identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and</p>			

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CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	institutional bias			
9. Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan	<p><b>C-1.</b> Theories and strategies for instituting, managing, and evaluating a school change process</p> <p><b>C-2.</b> Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs</p> <p><b>C-4.</b> Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school's vision and goals</p>			
12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes	<p><b>C-5.</b> Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes</p> <p><b>C-6.</b> Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes</p> <p><b>C-7.</b> Use time and technology effectively to help manage the school improvement process</p>			

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CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	<p><b>C-9.</b> Strategies for continuous progress monitoring of the school's growth plan and outcomes, and for using those data for updating the school growth plan as needed</p>			
<p>13. Modeling Life-Long Learning and Job-Related Professional Growth</p>	<p><b>D-1.</b> Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan</p> <p><b>D-3.</b> Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one's own performance</p> <p><b>D-8.</b> Model how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others</p>		<p>Self-evaluation of Content Knowledge (CAPES) each term</p> <p>Create self-improvement plan</p>	
<p>14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities</p>	<p><b>D-2.</b> Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation</p> <p><b>D-5.</b> Understand how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation,</p>	<p>Collaboration Activities</p>		

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CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	<p>and feedback, to promote effective teaching and improve performance for all faculty and staff</p> <p><b>D-8.</b> Model how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others</p> <p><b>D-9.</b> Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth</p>			
<p>15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program</p>	<p><b>D-10.</b> Understand how to support, motivate, and provide recognition to staff at various stages in career development</p> <p><b>D-11.</b> Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills</p>			
<p>16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching</p>	<p><b>E-13.</b> Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff</p> <p><b>E-14.</b> Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff</p> <p><b>E-15.</b> Skills and strategies for coordinating and</p>			

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CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
and Learning	aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups			
19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public	<p><b>F-2.</b> Understand the multiple connections between school, families, and the community</p> <p><b>F-4.</b> Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups</p> <p><b>F-7.</b> Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change</p>			
20. Involving the Community in Helping Achieve the School's Vision and Goals	<p><b>F-6.</b> Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community</p> <p><b>F-7.</b> Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change</p> <p><b>F-8.</b> Strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote the health, safety, and well-being of all students</p> <p><b>F-9.</b> Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs</p> <p><b>F-10.</b> Expository, persuasive, and narrative writing skills necessary to advocate for the school, its</p>			

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CAPES	Content Knowledge Expectations	Assignment	Fieldwork	Book Titles & Resources
	accomplishments and its needs			