



FORTUNE SCHOOL OF EDUCATION

***ADMINISTRATIVE SERVICES
PRELIMINARY CREDENTIAL PROGRAM***

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INTRODUCTION

THE FORTUNE SCHOOL OF EDUCATION, FORMERLY PROJECT PIPELINE, WAS ESTABLISHED IN 1989 BY CENTER USD SUPERINTENDENT DR. REX FORTUNE AND WAS SUPPORTED BY A GRANT FROM THE CALIFORNIA POST-SECONDARY EDUCATION COMMISSION. ITS PRIMARY INITIAL FOCUS WAS TO RECRUIT TEACHERS OF MATHEMATICS AND SCIENCE FOR MIDDLE AND SECONDARY SCHOOLS FOR A CONSORTIUM OF SCHOOL DISTRICTS IN SACRAMENTO COUNTY. FOUR YEARS LATER, PROJECT PIPELINE WAS OFFICIALLY ESTABLISHED AS A NONPROFIT PUBLIC BENEFIT CORPORATION (APRIL 5, 1993) AND WAS APPROVED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING TO OFFER AN ALTERNATIVE TEACHER CERTIFICATION PROGRAM FOR SINGLE SUBJECT AND MULTIPLE SUBJECTS TEACHERS. BY 1996, PROJECT PIPELINE EXPANDED TO THE SAN FRANCISCO BAY AREA -- OPENING PIPELINE CENTERS IN ALAMEDA, PITTSBURG AND CONCORD (FALL OF 2001). BY 2004, PROJECT PIPELINE ENROLLED 285 STUDENT INTERNS. THE BUDGET WAS \$712,500, AND THE SACRAMENTO COUNTY OFFICE OF EDUCATION WAS THE FISCAL AGENT FOR THE ALTERNATIVE TEACHER CREDENTIALING PROGRAM.

FORTUNE SCHOOL OF EDUCATION:

FORTUNE SCHOOL OF EDUCATION IS SEEKING COMMISSION APPROVAL OF AN ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM IN WHICH SUCCESSFUL PROGRAM COMPLETERS WILL OBTAIN A PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL. FORTUNE SCHOOL OF EDUCATION'S ADMINISTRATIVE SERVICES CREDENTIAL CANDIDATES COMPLETE THEIR COURSEWORK THROUGH A RIGOROUS ONE YEAR PROGRAM. THE ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM'S CLINICAL-BASED DESIGN PROVIDES OPPORTUNITIES FOR CANDIDATES TO LEARN AND APPLY SKILLS THROUGHOUT THE ACADEMIC YEAR. THE PROGRAM DESIGN ALSO ALLOWS CANDIDATES TO PARTICIPATE IN A VARIETY OF AUTHENTIC LEADERSHIP EXPERIENCES TYPICALLY REQUIRED OF HIGHLY EFFECTIVE SCHOOL LEADERS THROUGH BOTH COURSE WORK AND FIELDWORK.

VISION:

TO PREPARE ADMINISTRATORS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

MISSION:

TO PROVIDE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR ADMINISTRATORS.

PRECONDITIONS

PRECONDITIONS FOR PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIALS PRELIMINARY ADMINISTRATIVE SERVICES (ADOPTED FEBRUARY 2014)

(I) POSSESS ONE OF THE FOLLOWING VALID CREDENTIALS:

(A) A CLEAR OR LIFE CALIFORNIA TEACHING CREDENTIAL THAT REQUIRES A BACCALAUREATE DEGREE AND A PROGRAM OF PROFESSIONAL PREPARATION, INCLUDING STUDENT TEACHING OR THE EQUIVALENT, AND HOLDS AN ENGLISH LEARNER AUTHORIZATION; OR

(B) A CLEAR OR LIFE CALIFORNIA DESIGNATED SUBJECTS TEACHING CREDENTIAL IN ADULT EDUCATION, CAREER TECHNICAL EDUCATION, VOCATIONAL EDUCATION OR SPECIAL SUBJECTS, PROVIDED THE APPLICANT ALSO POSSESSES A BACCALAUREATE DEGREE, AND HOLDS AN ENGLISH LEARNER AUTHORIZATION; OR

(C) A CLEAR OR LIFE CALIFORNIA SERVICES CREDENTIAL IN PUPIL PERSONNEL SERVICES, HEALTH SERVICES FOR SCHOOL NURSE, TEACHER LIBRARIAN SERVICES, OR SPEECH-LANGUAGE PATHOLOGY OR CLINICAL OR REHABILITATIVE SERVICES REQUIRING A BACCALAUREATE DEGREE AND A PROGRAM OF PROFESSIONAL PREPARATION, INCLUDING FIELD WORK OR THE EQUIVALENT.

FORTUNE SCHOOL OF EDUCATION REQUIRES THAT CANDIDATES HOLD A BACHELOR'S DEGREE OR HIGHER FROM A REGIONALLY ACCREDITED INSTITUTION OF HIGHER EDUCATION PER THE ADMISSIONS PROCESS.

ASC APPLICATION PROGRAM – CREDENTIAL REQUIREMENT

ELIGIBILITY CRITERIA:

- *POSSESSION OF A VALID PREREQUISITE TEACHING OR SERVICES CREDENTIAL (SEE BELOW FOR DEFINITION);*
- *A MINIMUM OF FIVE YEARS OF SUCCESSFUL, FULL-TIME SERVICE IN THE PUBLIC SCHOOLS OR PRIVATE SCHOOLS OF EQUIVALENT STATUS; AND,*
- *PASSAGE OF THE CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST).*

PREREQUISITE TEACHING CREDENTIAL IS DEFINED AS:

- *A VALID CALIFORNIA CLEAR OR LIFE TEACHING CREDENTIAL REQUIRING A BACHELOR'S DEGREE AND A PROGRAM OF PROFESSIONAL PREPARATION, INCLUDING STUDENT TEACHING, OR*
- *A VALID CALIFORNIA CLEAR OR LIFE DESIGNATED SUBJECTS TEACHING CREDENTIAL, OR*
- *A VALID CLEAR OR LIFE CALIFORNIA PUPIL PERSONNEL SERVICES CREDENTIAL.*
- *HOLDS AN ENGLISH LEARNER AUTHORIZATION.*

EDUCATION CODE SECTION 44270(A)(1) AND TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS SECTION 80054(A)

FOR INTERN PROGRAMS: AN ENTITY THAT OPERATES A PROGRAM OF PREPARATION FOR THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL WITH AN INTERN OPTION SHALL REQUIRE EACH CANDIDATE WHO IS ADMITTED INTO AN INTERN PROGRAM TO POSSESS THE APPROPRIATE PREREQUISITE CREDENTIAL PRIOR TO RECOMMENDATION FOR THE INTERN CREDENTIAL AND THE ASSUMPTION OF INTERN ADMINISTRATIVE RESPONSIBILITIES.

FORTUNE SCHOOL OF EDUCATION WILL NOT OPERATE AN INTERN PROGRAM FOR THE ADMINISTRATIVE SERVICES CREDENTIAL

(2) MEET THE BASIC SKILLS REQUIREMENT AS DESCRIBED IN EDUCATION CODE SECTION 44252(B), UNLESS EXEMPT BY STATUTE. EDUCATION CODE SECTION 44252(B) AND TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS SECTION 80054(A)

FORTUNE SCHOOL OF EDUCATION REQUIRES THAT ALL APPLICANTS SHOW PROOF OF PASSING CBEST (OR EQUIVALENT, APPROVED BASIC SKILLS EXAMINATION FROM ANOTHER STATE) PRIOR TO ENTRY INTO THE PROGRAM.

ASC APPLICATION – CBEST REQUIRED

FOR INTERN PROGRAMS: AN ENTITY THAT OPERATES A PROGRAM OF PREPARATION FOR THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL WITH AN INTERN OPTION SHALL REQUIRE EACH CANDIDATE WHO IS ADMITTED INTO AN INTERN PROGRAM TO VERIFY THE BASIC SKILLS REQUIREMENT HAS BEEN MET PRIOR TO RECOMMENDATION FOR THE INTERN CREDENTIAL AND THE ASSUMPTION OF INTERN ADMINISTRATIVE RESPONSIBILITIES.

FORTUNE SCHOOL OF EDUCATION WILL NOT OPERATE AN INTERN PROGRAM FOR THE ADMINISTRATIVE SERVICES CREDENTIAL

(3) VERIFICATION OF ONE OF THE FOLLOWING PRIOR TO BEING RECOMMENDED FOR THE PRELIMINARY CREDENTIAL

(A) FIVE YEARS OF SUCCESSFUL, FULL-TIME TEACHING EXPERIENCE WITH AN EMPLOYING AGENCY AS DEFINED IN TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS SECTION 80054(G)(1) AND (2)(A);

(B) FIVE YEARS OF SUCCESSFUL, FULL-TIME EXPERIENCE IN THE FIELDS OF PUPIL PERSONNEL, SCHOOL NURSE, TEACHER LIBRARIAN, OR SPEECH-LANGUAGE PATHOLOGY. OR CLINICAL OR REHABILITATIVE SERVICES WITH AN EMPLOYING AGENCY AS DEFINED IN TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS SECTION 80054(G)(1) AND (2)(A); OR

(C) A COMBINATION OF (A) OR (B).

FORTUNE SCHOOL OF EDUCATION REQUIRES THAT ALL APPLICANTS SHOW PROOF OF EITHER (A) FIVE YEARS OF SUCCESSFUL FULL-TIME TEACHING EXPERIENCE OR (B) FIVE YEARS OF SUCCESSFUL FULL-TIME SERVICE EXPERIENCE UNDER A VALID PRE-REQUISITE CREDENTIAL.

ASC APPLICATION – EXPERIENCE REQUIREMENT

WHILE IT IS PREFERRED THAT THE CANDIDATE POSSESS THE MINIMUM EXPERIENCE/SERVICE REQUIREMENT PRIOR TO ENTERING THE ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM, A FINAL CHECK OF THE CANDIDATE'S EXPERIENCE/SERVICES IS CONDUCTED AT THE CONCLUSION OF THE PROGRAM PRIOR TO RECOMMENDATION FOR THE PRELIMINARY CREDENTIAL OR CERTIFICATE OF ELIGIBILITY. CANDIDATES THAT CURRENTLY POSSESS FOUR YEARS OF SUCCESSFUL EXPERIENCE/SERVICE AND HAVE ONLY ONE ADDITIONAL YEAR OF SUCCESSFUL EXPERIENCE/SERVICE NEEDED FOR THE CREDENTIAL REQUIREMENT ARE ALLOWED TO PARTICIPATE IN THE ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM IN GOOD FAITH THAT THEY WILL COMPLETE THE FINAL YEAR (5 YEARS TOTAL) OF EXPERIENCE/SERVICE DURING THE DURATION OF THE ONE-YEAR ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM.

EDUCATION CODE SECTION 44270(A)(2) AND TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS SECTION 80054(A)(4)

FOR INTERN PROGRAMS: AN ENTITY THAT OPERATES A PROGRAM OF PREPARATION FOR THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL WITH AN INTERN OPTION SHALL REQUIRE EACH CANDIDATE WHO IS ADMITTED INTO AN INTERN PROGRAM TO VERIFY APPROPRIATE EXPERIENCE AS DESCRIBED ABOVE PRIOR TO RECOMMENDATION FOR THE INTERN CREDENTIAL AND THE ASSUMPTION OF INTERN ADMINISTRATIVE RESPONSIBILITIES.

FORTUNE SCHOOL OF EDUCATION WILL NOT OPERATE AN INTERN PROGRAM FOR THE ADMINISTRATIVE SERVICES CREDENTIAL.

(4) HAS COMPLETED A COMMISSION-APPROVED PRELIMINARY OR INTERN ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM BASED ON ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM STANDARDS (REV. 7/2013). EDUCATION CODE SECTION 44270(A)(3) AND TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS SECTION 80054(A)(2)

FORTUNE SCHOOL'S ADMINISTRATIVE SERVICES CREDENTIAL (ASC) CANDIDATES COMPLETE THEIR COURSEWORK THROUGH A RIGOROUS ONE YEAR PROGRAM. THE ASC CLINICAL-BASED DESIGN PROVIDES OPPORTUNITIES FOR CANDIDATES TO LEARN AND APPLY SKILLS THROUGHOUT THE ACADEMIC YEAR. THE PROGRAM DESIGN ALSO ALLOWS CANDIDATES TO PARTICIPATE IN A VARIETY OF AUTHENTIC LEADERSHIP EXPERIENCES TYPICALLY REQUIRED OF HIGHLY EFFECTIVE SCHOOL LEADERS THROUGH BOTH COURSE WORK AND FIELDWORK. ASC CANDIDATES COMPLETE THE FOLLOWING COURSES:

- *ED 501 — SCHOOL CULTURE*
- *ED 502 – INSTRUCTIONAL LEADERSHIP*
- *ED 503 – FIELD EXPERIENCES*
- *ED 504 – SCHOOL FINANCE & RESOURCES*
- *ED 505 – SCHOOL LAW & ETHICAL LEADERSHIP*
- *ED 506 – SCHOOL GOVERNANCE & ORGANIZATIONAL MANAGEMENT*
- *ED 507 – CULMINATING EXPERIENCE: EDUCATIONAL LEADERSHIP PLAN*

(5) VERIFICATION OF AN OFFER OF EMPLOYMENT IN A FULL OR PART-TIME ADMINISTRATIVE POSITION IN AN EMPLOYING AGENCY AS DEFINED IN TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS SECTION 80054(G)(1). IF A CANDIDATE HAS SATISFIED PRECONDITIONS 1 THROUGH 4 BUT DOES NOT HAVE AN OFFER OF EMPLOYMENT, THE COMMISSION-APPROVED PROGRAM SHALL RECOMMEND FOR A CERTIFICATE OF ELIGIBILITY WHICH VERIFIES COMPLETION OF ALL REQUIREMENTS FOR THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL AND ALLOWS THE HOLDER TO SEEK EMPLOYMENT IN AN ADMINISTRATIVE POSITION. EDUCATION CODE SECTION 44270(A)(4) AND TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS SECTION 80054(A)(6)

UPON SUCCESSFUL COMPLETION OF THE ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM, CANDIDATES ARE REQUIRED TO PROVIDE PROOF OF EMPLOYMENT IN AN ADMINISTRATIVE ROLE. COMPLETERS THAT DO HAVE A VALID ADMINISTRATIVE POSITION WILL BE RECOMMENDED FOR A PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL WITH PROOF OF THE FOLLOWING DOCUMENTS:

- *ASC APPLICATION PACKET – PRE-REQUISITES*
- *CL-777: VERIFICATION OF EMPLOYMENT AS AN ADMINISTRATOR*

COMPLETERS THAT DO NOT HAVE A VALID ADMINISTRATIVE POSITION WILL BE RECOMMENDED FOR THE CERTIFICATE OF ELIGIBILITY WITH PROOF OF THE FOLLOWING DOCUMENTS:

- *ASC APPLICATION PACKET – PRE-REQUISITES*

PROGRAM STANDARDS

CATEGORY I: PROGRAM DESIGN AND COORDINATION	
PROGRAM STANDARD ONE: PROGRAM DESIGN AND RATIONALE	
<p>THE ADMINISTRATIVE SERVICES PREPARATION PROGRAM PREPARES INSTRUCTIONAL LEADERS TO SERVE EFFECTIVELY IN A VARIETY OF PUBLIC SCHOOLS AND SCHOOL DISTRICTS.</p>	
<p>THE DESIGN OF THE PROGRAM IS BASED ON A SOUND RATIONALE INFORMED BY THEORY AND RESEARCH AND ALIGNED WITH THE <i>CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS</i> AND PRINCIPLES OF ADULT LEARNING THEORY.</p>	<p>THE DESIGN OF FORTUNE SCHOOL OF EDUCATION'S PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIALING (ASC) PREPARATION PROGRAM ALLOWS THE INSTITUTION AND PARTNERING SCHOOLS/DISTRICTS TO WORK TOGETHER TO DEVELOP STRONG ADMINISTRATORS FOR CALIFORNIA SCHOOLS WHILE ABIDING BY <i>CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS</i> AND PRINCIPLES OF ADULT LEARNING THEORY AS MONITORED BY A PROFICIENCY ALIGNMENT OF COMPETENCY-BASED ARTIFACTS.</p> <p>FORTUNE SCHOOL OF EDUCATION USES A VARIETY OF APPROACHES TO SEEK A DIVERSE POOL OF ASC CANDIDATES. FOR EXAMPLE, THE UNIT PARTNERS WITH FORTUNE SCHOOL TO PROVIDE FULL SCHOLARSHIPS FOR THE COST OF PROGRAM TUITION TO CANDIDATES WHO MAKE A THREE YEAR SERVICE COMMITMENT TO THE SCHOOL. PROGRAM PARTICIPANTS ARE:</p> <ul style="list-style-type: none"> • 58% PEOPLE OF COLOR • 35% MEN • 65% WOMEN
<p>THE PROGRAM INCLUDES A COHERENT, DEVELOPMENTAL, INTEGRATED, AND INTERRELATED SET OF THEORETICAL AND PRACTICAL LEARNING EXPERIENCES DESIGNED TO PROVIDE EXTENSIVE OPPORTUNITIES TO ENGAGE CANDIDATES IN DEVELOPING KNOWLEDGE, SKILLS, AND DISPOSITIONS TO ADVANCE TEACHING AND LEARNING.</p>	<p>THE FSE PROGRAMS ALLOW ASC CANDIDATES OPPORTUNITIES TO INTEGRATE THE INSTITUTION'S PHILOSOPHICAL AND THEORETICAL/RESEARCH FRAMEWORK THROUGH ACADEMIC COURSEWORK AND WITH EMPIRICAL, PRACTICAL APPLICATIONS AT THE SCHOOL SITE. SEE THE FOLLOWING FOR ADDITIONAL INFORMATION:</p> <p>THEORY AND PRACTICE & EFFECTIVE PROFESSIONAL PRACTICE: FORTUNE SCHOOL OF EDUCATION INSTRUCTORS ARE COMMITTED TO DEVELOPING AND IMPLEMENTING STANDARDS-BASED CURRICULUM AND SCHOLARLY RESEARCH WITH CONTENT SPECIFIC PEDAGOGY. A PROFICIENCY ALIGNMENT OF ARTIFACTS AND CULMINATING PROJECTS ENSURE CANDIDATE UNDERSTANDING OF CONTENT AT VARYING LEVELS OF DEPTH OF KNOWLEDGE AND WITH DIVERSE THEORETICAL</p>

	<p>PERSPECTIVES. ADMINISTRATIVE STRATEGIES AND STANDARDS-ALIGNED TOOLS ARE USED FOR EVIDENCE COLLECTION AND DATA ANALYSIS.</p> <p>THE DESIGN OF THE PROGRAMS ARE GROUNDED ON SOUND RATIONALE INFORMED BY THEORY AND RESEARCH. TO ENSURE THAT EQUITABLE AND ETHICAL STANDARDS ARE BEING MET, A RESEARCH-BASED <u>PROFESSIONAL DISPOSITION CHECKLIST</u> IS IMPLEMENTED AS AN EFFECTIVE PROFESSIONAL PRACTICE.</p> <p>THE ASC COURSE - <u>ED 501, DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL & SOCIAL IMPLICATIONS</u> FOCUSES ON INCREASING STUDENT LEARNING OUTCOMES THROUGH THE DEVELOPMENT OF A STRONG SCHOOL CULTURE. THIS COURSE WILL PROVIDE CANDIDATES WITH BEST PRACTICES FROM HIGH-PERFORMING SCHOOLS SERVING HIGH-MINORITY AND HIGH-POVERTY STUDENT POPULATIONS AND COMMUNITIES.</p> <p>CANDIDATES ENGAGE IN RELEVANT, ACTION RESEARCH AT THEIR OWN SCHOOL SITE AS THEY DEVELOP AN <u>EDUCATIONAL LEADERSHIP PLAN</u>. PARTNERS WILL FACILITATE OPPORTUNITIES TO PROMOTE <u>COMMUNITIES OF PRACTICE</u> AND ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS TO PROMOTE STUDENT SUCCESS. CANDIDATES WILL COLLECT AND ANALYZE DATA ON STUDENT PERFORMANCE, SCHOOL CULTURE, AND DEMOGRAPHICS GUIDED BY THE CALAPA STANDARDS AND THEIR ACTION RESEARCH PROJECTS. COACHES WILL GUIDE THE COGNITIVE RHETORIC FOR EFFECTIVELY FACILITATING THE ANALYSIS AND REVISIONS OF EXISTING CURRICULUM, CONTENT STANDARDS, AND PEDAGOGICAL STRATEGIES USING VARIOUS <u>TOOLS</u>.</p>
<p>THE PROGRAM INCLUDES BOTH FORMATIVE AND SUMMATIVE ASSESSMENTS BASED ON THE CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE).</p>	<p>EACH COURSE WITHIN THE PROGRAM UTILIZES VARIOUS MEASUREABLE ARTIFACTS WITH RUBRICS FOR FORMATIVE EVALUATION ALONG WITH COMPETENCY-BASED, CAPE ALIGNED ASSESSMENTS (<u>PROFICIENCY ALIGNMENT</u>).</p> <p>CANDIDATES WILL DEVELOP AN <u>ACTION-BASED PROJECT – EDUCATIONAL LEADERSHIP PLAN</u> TO MEET ORGANIZATION PRIORITIES DETERMINED BY THEIR DISTRICTS AND SITE LEADERS THROUGH THE PROCESS OF: INVESTIGATE, PLAN, ACT, AND REFLECT AS ALIGNED TO THE CALAPA LEADERSHIP CYCLE.</p>

	<p>COACHES WILL GUIDE THE COGNITIVE RHETORIC FOR EFFECTIVELY FACILITATING THE ANALYSIS AND REVISIONS OF EXISTING CURRICULUM, CONTENT STANDARDS, AND PEDAGOGICAL STRATEGIES USING THE FOLLOWING TOOLS:</p> <p><u>LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION</u></p> <p><u>CANDIDATE ASSESSMENT RUBRIC</u></p> <p><u>CANDIDATE SELF-ASSESSMENT RUBRIC</u></p> <p><u>PROGRAM EVALUATION – COACH</u></p> <p><u>PROFESSIONAL DISPOSITIONS CHECKLIST</u></p>
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PROGRAM STANDARD 2: COLLABORATION, COMMUNICATION, AND COORDINATION	
<p>EACH SPONSOR OF AN ADMINISTRATIVE SERVICES PREPARATION PROGRAM ESTABLISHES ONE OR MORE PARTNERSHIPS THAT CONTRIBUTE SUBSTANTIVELY TO THE DESIGN, IMPLEMENTATION, QUALITY AND EFFECTIVENESS OF THE PROGRAM.</p>	<p>FORTUNE SCHOOL OF EDUCATION FOSTERS A HISTORY OF POSITIVE RELATIONSHIPS WITH OUR PARTNERS AND HAS CONDUCTED RESEARCH WITH VARIOUS DISTRICT HIRING MANAGERS AND SUPERINTENDENTS TO DISCERN THE PROFESSIONAL DISPOSITIONS AND SKILL-SETS SCHOOLS MOST DESIRED IN TEACHER CANDIDATES. SOME EXAMPLES OF OUR SUPPORTING PARTNERS INCLUDE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT AND FORTUNE CHARTER SCHOOLS – WHICH INCLUDE: FORTUNE SCHOOL, WILLIAM LEE COLLEGE PREP, ALAN ROWE COLLEGE PREP, EPHRAIM WILLIAMS COLLEGE, HAZEL MAHONE COLLEGE PREP, REX & MARGARET FORTUNE EARLY COLLEGE HIGH SCHOOL, AND HARDY BROWN COLLEGE PREP.</p> <p>PROGRAM DESIGN: FORTUNE SCHOOL OF EDUCATION</p>
<p>PARTNERSHIP AGREEMENTS ARE COLLABORATIVELY ESTABLISHED WITH EACH PARTNER AND CLEARLY DEFINE ROLES AND EXPECTATIONS OF ALL PARTNERS SHARING THE RESPONSIBILITY FOR THE IMPLEMENTATION AND SUCCESS OF THE PROGRAM.</p>	<p>FORTUNE SCHOOL OF EDUCATION COLLABORATES WITH PRACTITIONERS IN THE DESIGN AND DEVELOPMENT OF PROGRAM EDUCATIONAL GOALS, WHICH ARE REVIEWED AND APPROVED BY THE HIGHER EDUCATION COMMITTEE AND PRESENTED FOR APPROVAL TO THE BOARD OF DIRECTORS.</p> <p>HIGHER EDUCATION COMMITTEE AGENDA HIGHER EDUCATION COMMITTEE MINUTES</p> <p>AS EXAMPLED, FORTUNE SCHOOL OF EDUCATION SOUGHT PARTICIPATION FROM A BOARD MEMBER AND ADDITIONAL PRACTITIONERS IN THE DEVELOPMENT OF THE HIGHER EDUCATION SEARCH COMMITTEE.</p> <p>FORTUNE SCHOOL OF EDUCATION FACILITATES OPPORTUNITIES FOR SKILLED STAFF TO COLLABORATE IN EFFORTS TO DESIGN AND DEVELOP ALL ASPECTS OF THE PROGRAM. AN EXAMPLE OF SUCH A COLLABORATIVE MEETING INCLUDES THE EDUCATOR LEADERSHIP COMMITTEE MEETING.</p> <p>FORTUNE SCHOOL OF EDUCATION’S BOARD OF DIRECTORS IS COMPRISED OF A DIVERSE GROUP OF INDIVIDUALS WITH VARIED EXPERTISE AND COLLECTIVE EXPERIENCES THAT ADVISE THE INSTITUTION IN DECISION MAKING FOR THE EDUCATOR PROGRAMS IN A VARIETY OF WAYS. THESE INCLUDE BUT ARE NOT LIMITED TO ADOPTING, APPROVING, OR AMENDING AGENDA ITEMS PERTAINING TO POLICY, INCLUDING PROGRAM DESIGN</p>

	<p>AND EDUCATIONAL GOALS, TO ENSURE THAT THE PROGRAMS ARE MEETING THE NEEDS OF THE LEARNERS AND SERVING BOTH THE COMMUNITY AND PROFESSION OF EDUCATORS.</p> <p><u>FORTUNE SCHOOL OF EDUCATION BOARD OF DIRECTORS</u> <u>FORTUNE SCHOOL OF EDUCATION STAFF AND PRACTITIONER ROLES</u></p>
<p>PARTNERS, SUCH AS ADVISORY COMMITTEES, SCHOOL DISTRICTS THAT FACILITATE FIELD EXPERIENCES, HIGHER EDUCATION INSTITUTIONS, COMMUNITY ORGANIZATIONS, AND OTHER STAKEHOLDER GROUPS ESTABLISH PRODUCTIVE WORKING RELATIONSHIPS, COORDINATE JOINT EFFORTS, AND COMMUNICATE REGULARLY AND OPENLY.</p>	<p>PRACTITIONER INVOLVEMENT BROADLY REFERS TO A FRAMEWORK OF OPPORTUNITIES WHICH ENSURE THAT VARIOUS <u>COMMUNITIES OF PRACTICE</u> HAVE THE OPPORTUNITY TO BE ENGAGED IN A MEANINGFUL WAY IN THE PROCESS OF DECISION-MAKING. FORTUNE SCHOOL OF EDUCATION UTILIZES MULTIPLE LEVELS OF EXPERTISE FROM HIGHLY QUALIFIED STAFF AND CREDENTIALLED PRACTITIONERS IN THE DESIGN AND DEVELOPMENT OF THE PROGRAM.</p> <p><u>PRACTITIONER FRAMEWORK</u></p>
<p>PARTNERS SHARE RESPONSIBILITY FOR PROGRAM QUALITY; CANDIDATE RECRUITMENT, SELECTION, AND ADVISEMENT; CURRICULUM DEVELOPMENT; DELIVERY OF INSTRUCTION; SELECTION OF FIELD SITES; DESIGN OF FIELD EXPERIENCES; SELECTION AND PREPARATION OF FIELD EXPERIENCE SUPERVISORS, AND ASSESSMENT AND VERIFICATION OF CANDIDATE COMPETENCE.</p>	<p>CANDIDATES ARE REQUIRED TO HAVE EXPERIENCES WITH DIVERSE STUDENT POPULATIONS AS ASSURED BY OUR PROGRAM DESIGN AND FIELD EXPERIENCE OPPORTUNITIES AVAILABLE WITHIN THE FORTUNE CHARTER SCHOOL SYSTEM. THE <u>COACHING TOOLS</u> EVIDENCE EXPERIENCES AT <u>VARIOUS CHECKPOINTS</u> WITHIN THE ACADEMIC YEAR AND SUBMITTED VIA THE LEARNING MANAGEMENT SYSTEM, SCHOOLGY.</p> <p>FORTUNE SCHOOL OF EDUCATION PURPOSEFULLY RECRUITS ADMINISTRATIVE SERVICES CREDENTIAL CANDIDATES FROM PARTNERING PUBLIC SCHOOLS, NON-PUBLIC SCHOOLS, AND CHARTER SCHOOLS TO ASSIST IN THE COMPLETION OF THEIR CREDENTIAL PROGRAM REQUIREMENTS. ASC PROGRAM: FORTUNE SCHOOL OF EDUCATION USES A VARIETY OF APPROACHES TO SEEK A DIVERSE POOL OF ASC CANDIDATES. FOR EXAMPLE, THE UNIT PARTNERS WITH FORTUNE SCHOOL TO PROVIDE FULL SCHOLARSHIPS FOR THE COST OF PROGRAM TUITION TO CANDIDATES WHO MAKE A THREE YEAR SERVICE COMMITMENT TO THE SCHOOL. PROGRAM PARTICIPANTS ARE:</p> <ul style="list-style-type: none"> • 58% PEOPLE OF COLOR • 35% MEN • 65% WOMEN <p><u>ASC OFFER LETTER – EMPLOYMENT</u> <u>ASC OFFER LETTER – ASC PROGRAM</u></p>

	<p>FORTUNE SCHOOL'S ADMINISTRATIVE SERVICES CREDENTIAL (ASC) CANDIDATES COMPLETE THEIR COURSEWORK THROUGH A RIGOROUS ONE YEAR PROGRAM. THE ASC CLINICAL-BASED DESIGN PROVIDES OPPORTUNITIES FOR CANDIDATES TO LEARN AND APPLY SKILLS THROUGHOUT THE ACADEMIC YEAR. THE PROGRAM DESIGN ALSO ALLOWS CANDIDATES TO PARTICIPATE IN A VARIETY OF AUTHENTIC LEADERSHIP EXPERIENCES TYPICALLY REQUIRED OF HIGHLY EFFECTIVE SCHOOL LEADERS THROUGH BOTH COURSE WORK AND FIELDWORK. ASC CANDIDATES COMPLETE THE FOLLOWING COURSES:</p> <ul style="list-style-type: none"> • ED 501 – SCHOOL CULTURE • ED 502 – INSTRUCTIONAL LEADERSHIP • ED 503 – FIELD EXPERIENCE • ED 504 – SCHOOL FINANCE & RESOURCES • ED 505 – SCHOOL LAW & ETHICAL LEADERSHIP • ED 506 – SCHOOL GOVERNANCE & ORGANIZATIONAL MANAGEMENT • ED 507 – EDUCATIONAL LEADERSHIP PROJECT SEMINARS <p>CULMINATING EXPERIENCE: PRESENTATION OF EDUCATIONAL LEADERSHIP PROJECT - CALAPA ALIGNED.</p> <p>UPON SUCCESSFUL COMPLETION OF THE ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM, CANDIDATES ARE REQUIRED TO PROVIDE PROOF OF EMPLOYMENT IN AN ADMINISTRATIVE ROLE. COMPLETERS THAT DO HAVE A VALID ADMINISTRATIVE POSITION WILL BE RECOMMENDED FOR A PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL WITH PROOF OF THE FOLLOWING DOCUMENTS:</p> <p><u>ASC APPLICATION PACKET</u> <u>CL-777: VERIFICATION OF EMPLOYMENT AS AN ADMINISTRATOR</u></p> <p>COMPLETERS THAT DO NOT HAVE A VALID ADMINISTRATIVE POSITION WILL BE RECOMMENDED FOR THE CERTIFICATE OF ELIGIBILITY WITH PROOF OF THE FOLLOWING DOCUMENTS:</p> <p><u>ASC APPLICATION PACKET – PRE-REQUISITES</u></p>
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PROGRAM STANDARD 3: DEVELOPMENT OF PROFESSIONAL LEADERSHIP PERSPECTIVES	
<p>BY DESIGN, THE ADMINISTRATIVE SERVICES PREPARATION PROGRAM FACILITATES EACH CANDIDATE'S DEVELOPMENT OF A PROFESSIONAL LEADERSHIP PERSPECTIVE THROUGH LEARNING ACTIVITIES THAT PROMOTE LEADERSHIP AND INTERPERSONAL SKILLS.</p>	
<p>THE PROGRAM CURRICULUM AND PEDAGOGIES ARE DESIGNED TO ENGAGE CANDIDATES IN LEARNING ACTIVITIES THAT REQUIRE THE ABILITY TO DIAGNOSE THE CAUSES OF ORGANIZATIONAL PROBLEMS AT BOTH MACRO AND MICRO-ORGANIZATIONAL LEVELS (E.G., SYSTEM-WIDE AND INDIVIDUAL).</p>	<p>FORTUNE SCHOOL OF EDUCATION PROGRAM DESIGN ENGAGES CANDIDATES IN LEARNING ACTIVITIES THAT EXPOSE ORGANIZATIONAL PROBLEMS AT MACRO AND MICRO ORGANIZATIONAL LEVELS AS EXAMPLED BELOW:</p> <p>EDUCATION 502: VISION OF TEACHING & LEARNING: IMPROVEMENT OF INSTRUCTION & STUDENT ACHIEVEMENT CANDIDATES ARE EXPOSED TO GUIDED-RESEARCH AND METHODOLOGY RELATED TO INTRA-ORGANIZATIONAL SYSTEMS THROUGH THE DESIGN OF A SCHOOL INSTRUCTION IMPROVEMENT PLAN (COMPETENCY-BASED ARTIFACT). AMONG MANY AREAS ADDRESSED IN THE PROJECT, CANDIDATES DESCRIBE APPROACHES TAKEN TO INCREASE TEACHER ACCEPTANCE AND APPLICATION OF MODERN TECHNOLOGY IN THE CLASSROOM, DESCRIBE HOW TO ENGAGE THE SCHOOL COMMUNITY (INCLUDING ALL STAKEHOLDERS) AROUND THE CHANGE PROCESS AND ITS RESULTS, DETERMINE AREAS OF SUCCESS AND AREAS OF IMPROVEMENT, IDENTIFY A COMMUNITY LEVEL NEED AND PLAN TO HELP SOLVE THE ISSUE, AND EXPLORE SOME OF THE STEREOTYPES AND BIASES TOWARDS ONE GROUP IN THEIR COMMUNITY.</p> <p>EDUCATION 505: EDUCATIONAL LEADERSHIP: LEGAL FRAMEWORK & PERSONAL ETHICS CANDIDATES WILL PARTICIPATE IN MOCK SCHOOL BOARD PRESENTATION: (COMPETENCY-BASED ARTIFACT) AND WILL ENCOUNTER MOCK SITUATIONS INCLUDING ORGANIZATIONAL DILEMMAS. CANDIDATES WILL BE ASSESSED ON THEIR PREPARATION OF THEIR PRESENTATION, THEIR ABILITY TO EFFECTIVELY RESPOND TO FOLLOW-UP QUESTIONS AND CONCERNS, AND THEIR PUBLIC SPEAKING AND ADVOCACY STYLE. CANDIDATES WILL ENGAGE IN CONVERSATIONS AND PRACTICES FOR OPPORTUNITIES TO DEMONSTRATE: 5A: REFLECTIVE PRACTICE; 5B: ETHICAL DECISION-MAKING; 5C: ETHICAL ACTION.</p> <p>ED 506: EDUCATIONAL LEADERSHIP: SCHOOL GOVERNANCE & ORGANIZATIONAL MANAGEMENT</p>

	<p>CANDIDATES WILL DEVELOP SYSTEMS TO RUN EFFICIENT & EFFECTIVE SCHOOL OPERATIONS BY DEVELOPING A SHARED VISION - COMMUNITY PROJECT (<u>COMPETENCY-BASED ARTIFACT</u>) ALLOWING CANDIDATES TO BE EXPOSED TO AT MACRO AND MICRO ORGANIZATIONAL LEVELS.</p>
<p>THE PROGRAM PROVIDES MULTIPLE OPPORTUNITIES FOR CANDIDATES TO APPLY SKILLS OF REASONED AND OBJECTIVE INQUIRY TO ANALYZE COMPLEX PROBLEMS AND PROPOSE EFFECTIVE SOLUTIONS CONSIDERING THE POLITICAL CONTEXT AND ITS IMPLICATIONS.</p>	<p>FORTUNE SCHOOL OF EDUCATION PROGRAM DESIGN ENGAGES CANDIDATES IN INQUIRY AND PROBLEM-SOLVING AS EXAMPLED BELOW:</p> <p>EDUCATION 502: VISION OF TEACHING & LEARNING: IMPROVEMENT OF INSTRUCTION & STUDENT ACHIEVEMENT CANDIDATES WILL ANALYZE COMPLEX PROBLEMS AND PROPOSE EFFECTIVE SOLUTIONS THROUGH THE DESIGN OF A SCHOOL INSTRUCTION IMPROVEMENT PLAN (<u>COMPETENCY-BASED ARTIFACT</u>).</p> <p>EDUCATION 505: EDUCATIONAL LEADERSHIP: LEGAL FRAMEWORK & PERSONAL ETHICS CANDIDATES WILL PARTICIPATE IN INQUIRY, CRITICAL THINKING, AND PROBLEM SOLVING THROUGH ANALYSIS OF CASE STUDIES: LEADERSHIP DILEMMAS (<u>PARTICIPATION AND COLLABORATION</u>) CANDIDATES WILL BE ASSESSED ON THE THOROUGHNESS OF THEIR INITIAL ANALYSIS, THEIR FEEDBACK GIVEN TO THEIR COLLEAGUES, THEIR OWN RECEPTIVENESS TO FEEDBACK, AND THE FINAL WORK PRODUCT TO BE SUBMITTED AFTER CLASS. ADDRESS DIVERSE STUDENT AND COMMUNITY INTERESTS, PROMOTE UNDERSTANDING OF POLICY AND SUPPORT FOR THE SCHOOL. CANDIDATES WILL PARTICIPATE IN MOCK SCHOOL BOARD PRESENTATION: (<u>COMPETENCY-BASED ARTIFACT</u>) AND WILL ENCOUNTER MOCK SITUATIONS INCLUDING ORGANIZATIONAL DILEMMAS. CANDIDATES WILL BE ASSESSED ON THEIR PREPARATION OF THEIR PRESENTATION, THEIR ABILITY TO EFFECTIVELY RESPOND TO FOLLOW-UP QUESTIONS AND CONCERNS, AND THEIR PUBLIC SPEAKING AND ADVOCACY STYLE. CANDIDATES WILL ENGAGE IN CONVERSATIONS AND PRACTICES FOR OPPORTUNITIES TO DEMONSTRATE: 5A: REFLECTIVE PRACTICE; 5B: ETHICAL DECISION-MAKING; 5C: ETHICAL ACTION.</p> <p>ED 504: EDUCATIONAL LEADERSHIP: HUMAN & ECONOMIC RESOURCES</p>

	<p>CANDIDATES WILL HAVE OPPORTUNITIES TO ANALYZE COMPLEX PROBLEMS AND PROPOSE EFFECTIVE SOLUTIONS THROUGH A PROFESSIONAL LEARNING COMMUNITY (<u>COMPETENCY-BASED ARTIFACT</u>). CANDIDATES WILL PARTICIPATE IN AN ONLINE PLC VIA THE LMS, <i>SCHOOLGY</i>. CANDIDATES WILL BE GIVEN SCENARIOS INVOLVING POWER STRUGGLES AND ANALYZING CASE STUDIES TO DISCUSS ALTERNATIVE STRATEGIES. SCENARIOS AND CASE STUDIES WILL INVOLVE UNPROFESSIONAL AND RELEVANT TOPICS CONCERNING STAFF MEMBERS; SCENARIOS INVOLVING THE MISUSE OF POSITIONAL POWER; SCENARIO FOR ESTABLISHING RESOURCES TO SUPPORT FAMILIES AND OPPORTUNITIES TO INVOLVE THE COMMUNITY.</p> <p>CURRENT TRENDS REFLECTIONS/ARTIFACTS (<u>MEASURABLE ARTIFACT</u>)</p> <p>SCHOLARLY READINGS DESIGNED TO CONNECT THEORY TO PRACTICE. PREPAREDNESS FOR EACH CLASS WILL ALLOW CANDIDATES TO ENGAGE MORE DEEPLY WITH THE ESSENTIAL KNOWLEDGE AND SKILLS FOR LEADERSHIP DEVELOPMENT AND TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS.</p> <p><u>LOCAL CONTROL FUNDING FORMULA</u> <u>GOOD TO GREAT</u> <u>EMPLOYEE HANDBOOK</u></p> <p>ED 507: EDUCATIONAL LEADERSHIP PROJECT SEMINARS CULMINATING EXPERIENCE: PRESENTATION OF EDUCATIONAL LEADERSHIP PROJECT</p> <p>CANDIDATES ENGAGE IN RELEVANT, ACTION RESEARCH AT THEIR OWN SCHOOL SITE AS THEY DEVELOP AN <u>EDUCATIONAL LEADERSHIP PROJECT</u>. PARTNERS WILL FACILITATE OPPORTUNITIES TO PROMOTE COMMUNITIES OF PRACTICE AND ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS TO PROMOTE STUDENT SUCCESS. CANDIDATES WILL COLLECT AND ANALYZE DATA ON STUDENT PERFORMANCE, SCHOOL CULTURE, AND DEMOGRAPHICS GUIDED BY THE CALAPA STANDARDS AND THEIR ACTION RESEARCH PROJECTS.</p>
IN ADDITION, THE PROGRAM ENSURES CANDIDATES UNDERSTAND ENVIRONMENTAL CONTEXTS, ORGANIZATIONAL CULTURE, INTRA-ORGANIZATIONAL SYSTEMS, AND THEIR INFLUENCE ON HUMAN	<p>FORTUNE SCHOOL OF EDUCATION PROGRAM DESIGN ENGAGES CANDIDATES THROUGH THE UNDERSTANDING OF ENVIRONMENTAL CONTEXTS, ORGANIZATIONAL CULTURE, INTRA-ORGANIZATIONAL SYSTEMS, AND THEIR INFLUENCE ON HUMAN BEHAVIOR AND EDUCATIONAL OUTCOMES AS EXAMPLED BELOW:</p>

<p>BEHAVIOR AND EDUCATIONAL OUTCOMES.</p>	<p>EDUCATION 501: DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL & SOCIAL IMPLICATIONS CANDIDATES WILL EXPLORE BEHAVIORS AND OUTCOMES THROUGH THE DEVELOPMENT OF THE SCHOOL CULTURE PLAN AND GOAL PLANNING (<u>COMPETENCY-BASED ARTIFACT</u>) ARTIFACT. DEVELOP AND DELIVER A PRESENTATION FOR YOUR ENTIRE STAFF THAT INTRODUCES THEM TO YOUR BIG GOAL, VISION, FOCUS, AND EXPECTATIONS. THE DESIGN WILL ADDRESS THE ORGANIZATION OF THE CULTURE OF THE SCHOOL, SYSTEM ORGANIZATIONS, AND EDUCATIONAL OUTCOMES.</p> <p>EDUCATION 505: EDUCATIONAL LEADERSHIP: LEGAL FRAMEWORK & PERSONAL ETHICS CANDIDATES WILL PARTICIPATE IN MOCK SCHOOL BOARD PRESENTATION: (<u>COMPETENCY-BASED ARTIFACT</u>) AND WILL ENCOUNTER MOCK SITUATIONS INCLUDING ORGANIZATIONAL DILEMMAS. CANDIDATES WILL BE ASSESSED ON THEIR PREPARATION OF THEIR PRESENTATION, THEIR ABILITY TO EFFECTIVELY RESPOND TO FOLLOW-UP QUESTIONS AND CONCERNS, AND THEIR PUBLIC SPEAKING AND ADVOCACY STYLE. CANDIDATES WILL ENGAGE IN CONVERSATIONS AND PRACTICES FOR OPPORTUNITIES TO DEMONSTRATE: 5A: REFLECTIVE PRACTICE; 5B: ETHICAL DECISION-MAKING; 5C: ETHICAL ACTION.</p> <p>ED 504: EDUCATIONAL LEADERSHIP: HUMAN & ECONOMIC RESOURCES CANDIDATES WILL HAVE OPPORTUNITIES TO ANALYZE COMPLEX PROBLEMS AND PROPOSE EFFECTIVE SOLUTIONS THROUGH A PROFESSIONAL LEARNING COMMUNITY (<u>COMPETENCY-BASED ARTIFACT</u>). CANDIDATES WILL PARTICIPATE IN AN ONLINE PLC VIA THE LMS, <i>SCHOOLLOGY</i>. CANDIDATES WILL BE GIVEN SCENARIOS INVOLVING POWER STRUGGLES AND ANALYZING CASE STUDIES TO DISCUSS ALTERNATIVE STRATEGIES. SCENARIOS AND CASE STUDIES WILL INVOLVE UNPROFESSIONAL AND RELEVANT TOPICS CONCERNING STAFF MEMBERS; SCENARIOS INVOLVING THE MISUSE OF POSITIONAL POWER; SCENARIO FOR ESTABLISHING RESOURCES TO SUPPORT FAMILIES AND OPPORTUNITIES TO INVOLVE THE COMMUNITY.</p>
<p>FINALLY, THE PROGRAM BUILDS LEADERSHIP PERSPECTIVE THROUGH LEARNING ACTIVITIES THAT EXPOSE CANDIDATES TO THE</p>	<p>FORTUNE SCHOOL OF EDUCATION PROGRAM BUILDS LEADERSHIP PERSPECTIVE AS EXAMPLED BELOW:</p>

<p>BOTH THE INTERNAL AND EXTERNAL INFLUENCES, RELATIONSHIPS, RESOURCES, AND OPPORTUNITIES THAT CAN ENGENDER AND SUPPORT THE VISION AND MISSION OF THE SCHOOL AND DISTRICT.</p>	<p>ED 506: EDUCATIONAL LEADERSHIP: SCHOOL GOVERNANCE & ORGANIZATIONAL MANAGEMENT CANDIDATES WILL DEVELOP SYSTEMS TO RUN EFFICIENT & EFFECTIVE SCHOOL OPERATIONS BY DEVELOPING A SHARED VISION - COMMUNITY PROJECT (<u>COMPETENCY-BASED ARTIFACT</u>) ALLOWING CANDIDATES TO BE EXPOSED TO AT MACRO AND MICRO ORGANIZATIONAL LEVELS. WORK WITH THE GOVERNING BOARD AND DISTRICT AND/OR LOCAL LEADERS TO EXPLORE AND CREATE EFFECTIVE STRATEGIES FOR WORKING WITH THE SCHOOL COMMUNITY TO ENSURE SHARED SCHOOL LEADERSHIP. CONCEPTUALIZE AND DEVELOP STRATEGIES THAT CONNECT THE RHETORIC OF LEADERSHIP THEORY TO THE SYSTEMS, STRUCTURES, AND ORGANIZATIONAL BEHAVIORS THAT MAKE THESE CONNECTIONS BECOME PART OF THE SCHOOL SITE CULTURE.</p> <p>EDUCATION 501: DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL & SOCIAL IMPLICATIONS CANDIDATES WILL EXPLORE LEADERSHIP PERSPECTIVES THROUGH THE DEVELOPMENT OF THE SCHOOL CULTURE PLAN AND GOAL PLANNING (<u>COMPETENCY-BASED ARTIFACT</u>) ARTIFACT. DEVELOP AND DELIVER A PRESENTATION FOR YOUR ENTIRE STAFF THAT INTRODUCES THEM TO YOUR BIG GOAL, VISION, FOCUS, AND EXPECTATIONS. THE DESIGN WILL ADDRESS THE ORGANIZATION OF THE CULTURE OF THE SCHOOL, SYSTEM ORGANIZATIONS, AND EDUCATIONAL OUTCOMES.</p> <p>EDUCATION 502: VISION OF TEACHING & LEARNING: IMPROVEMENT OF INSTRUCTION & STUDENT ACHIEVEMENT CANDIDATES ARE EXPOSED TO LEADERSHIP DEVELOPMENT THROUGH THE DESIGN OF A SCHOOL INSTRUCTION IMPROVEMENT PLAN (<u>COMPETENCY-BASED ARTIFACT</u>). AMONG MANY AREAS ADDRESSED IN THE PROJECT, CANDIDATES DESCRIBE APPROACHES TAKEN TO INCREASE TEACHER ACCEPTANCE AND APPLICATION OF MODERN TECHNOLOGY IN THE CLASSROOM, DESCRIBE HOW TO ENGAGE THE SCHOOL COMMUNITY (INCLUDING ALL STAKEHOLDERS) AROUND THE CHANGE PROCESS AND ITS RESULTS, DETERMINE AREAS OF SUCCESS AND AREAS OF IMPROVEMENT, IDENTIFY A COMMUNITY LEVEL NEED AND PLAN TO HELP SOLVE THE ISSUE, AND EXPLORE SOME OF THE STEREOTYPES AND BIASES TOWARDS ONE GROUP IN THEIR COMMUNITY.</p>
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	<p>ED 507: EDUCATIONAL LEADERSHIP PROJECT SEMINARS CULMINATING EXPERIENCE: PRESENTATION OF EDUCATIONAL LEADERSHIP PROJECT</p> <p>CANDIDATES ENGAGE IN RELEVANT, ACTION RESEARCH AT THEIR OWN SCHOOL SITE AS THEY DEVELOP AN EDUCATIONAL LEADERSHIP PROJECT, WHICH WILL AFFORD THEM OPPORTUNITIES THAT CAN ENGENDER AND SUPPORT THE VISION AND MISSION OF THE SCHOOL AND DISTRICT. PARTNERS WILL FACILITATE OPPORTUNITIES TO PROMOTE COMMUNITIES OF PRACTICE AND ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS TO PROMOTE STUDENT SUCCESS. CANDIDATES WILL COLLECT AND ANALYZE DATA ON STUDENT PERFORMANCE, SCHOOL CULTURE, AND DEMOGRAPHICS GUIDED BY THE CALAPA STANDARDS AND THEIR ACTION RESEARCH PROJECTS (EDUCATIONAL LEADERSHIP PLAN).</p>
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PROGRAM STANDARD 4: EQUITY, DIVERSITY, AND ACCESS	
BY DESIGN, THE ADMINISTRATIVE SERVICES PREPARATION PROGRAM PROVIDES EACH CANDIDATE WITH AN OPPORTUNITY TO UNDERSTAND AND APPLY THEORIES AND PRINCIPLES OF EDUCATIONAL EQUITY WITHIN THE EDUCATIONAL CONTEXT, FOR THE PURPOSES OF CREATING MORE SOCIALLY JUST LEARNING ENVIRONMENTS.	EDUCATION 505: EDUCATIONAL LEADERSHIP: LEGAL FRAMEWORK & PERSONAL ETHICS CURRENT TRENDS REFLECTIONS (MEASURABLE ARTIFACT) SCHOLARLY READINGS DESIGNED TO CONNECT THEORY TO PRACTICE. PREPAREDNESS FOR EACH CLASS WILL ALLOW CANDIDATES TO ENGAGE MORE DEEPLY WITH THE ESSENTIAL KNOWLEDGE AND SKILLS FOR LEADERSHIP DEVELOPMENT AND TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. <ul style="list-style-type: none"> • <i>WHAT PRINCIPALS NEED TO KNOW ABOUT ETHICS</i> • <i>ETHICS ISSUES SNARE SCHOOL LEADERS</i>
THROUGH COURSEWORK AND FIELDWORK, CANDIDATES	
(A) EXAMINE THEIR PERSONAL ATTITUDES RELATED TO ISSUES OF PRIVILEGE AND POWER IN DIFFERENT DOMAINS INCLUDING RACE, GENDER, LANGUAGE, SEXUAL ORIENTATION, RELIGION, ABILITY, AND SOCIO-ECONOMIC STATUS;	EDUCATION 501: DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL & SOCIAL IMPLICATIONS CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS. MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS FOCUSING ON THE FOLLOWING: <ul style="list-style-type: none"> (A) PERSONAL ATTITUDES RELATED TO ISSUES OF PRIVILEGE AND POWER IN DIFFERENT DOMAINS INCLUDING RACE, GENDER, LANGUAGE, SEXUAL ORIENTATION, RELIGION, AND SOCIO-ECONOMIC STATUS; (B) EXPLICIT AND IMPLICIT RACIAL BIAS AND ITS IMPACT ON EDUCATIONAL CLIMATE (C) ROLE OF THE LEADER IN CREATING EQUITABLE OUTCOMES IN SCHOOLS (D) INEQUALITY AND INEQUITY AT SCHOOL AND SYSTEM-WIDE LEVEL
(B) LEARN WAYS TO ANALYZE, MONITOR, AND ADDRESS THESE ISSUES AT THE INDIVIDUAL AND SYSTEM LEVEL;	EDUCATION 501: DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL & SOCIAL IMPLICATIONS CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH

	<p>INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.</p> <p>MEASURABLE ARTIFACTS</p> <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS FOCUSING ON THE FOLLOWING: (A) INEQUALITY AND INEQUITY AT SCHOOL AND SYSTEM-WIDE LEVEL <p>FIELD EXPERIENCE – DISPOSITIONS CHECKLIST* PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE</p> <p>THESE ATTRIBUTES AND CHARACTERISTICS ARE GROUNDED IN FSE’S CONCEPTUAL FRAMEWORK WHICH STRIVES TO HELP CANDIDATES DEVELOP THE DISPOSITIONS OF FAIRNESS AND EQUITY, A BELIEF THAT ALL STUDENTS CAN LEARN, AND ETHICAL BEHAVIOR.</p> <p>* MODIFIED FROM THE UNIVERSITY OF TAMPA: <i>DISPOSITIONS ASSESSMENT IN TEACHER EDUCATION: DEVELOPING AN ASSESSMENT INSTRUMENT FOR THE COLLEGE CLASSROOM AND THE FIELD</i></p> <p>FIELD EXPERIENCE TOOL: IMPLEMENTING THE VISION; ETHICAL ACTION</p> <p>THE CANDIDATE EXAMINES AND RESPONDS TO EQUITY ISSUES RELATED TO RACE, DIVERSITY, AND ACCESS IN ORDER TO HELP THE SCHOOL ACHIEVE THE MISSION AND VISION.</p> <p>LEADERSHIP PRACTICE TOOL:</p> <p>COACH-ASSESSED TOOL MONITORING THE PROMOTION OF STUDENT-CENTERED ENVIRONMENTS, SHARED VISION, COMMUNITY INVOLVEMENT, EFFECTIVE INSTRUCTION, AND ETHICAL DECISION-MAKING FROM THE CANDIDATE.</p>
(C) UNDERSTAND HOW EXPLICIT AND IMPLICIT RACIAL BIAS IMPACTS INSTRUCTION, CLASSROOM MANAGEMENT, AND OTHER SCHOOL POLICIES; AND	<p>EDUCATION 502: VISION OF TEACHING & LEARNING: IMPROVEMENT OF INSTRUCTION & STUDENT ACHIEVEMENT</p> <p>CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.</p> <p>MEASURABLE ARTIFACTS</p> <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS FOCUSING ON THE FOLLOWING TOPICS:

		<p>(A) RESPONDING TO BIAS</p> <p>(B) A LEADERSHIP'S ROLE WITH EQUALITY AND EQUITY IN SCHOOLS</p> <p>PROFESSIONAL DEVELOPMENT –TRAINING (WITH DISTRICT INTERNS)</p>
	<p>(D) COME TO UNDERSTAND THE ROLE OF THE LEADER IN CREATING EQUITABLE OUTCOMES IN SCHOOLS.</p>	<p>EDUCATION 502: VISION OF TEACHING & LEARNING: IMPROVEMENT OF INSTRUCTION & STUDENT ACHIEVEMENT</p> <p>CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.</p> <p>MEASURABLE ARTIFACTS</p> <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS FOCUSING ON THE FOLLOWING TOPICS: <p>(A) RESPONDING TO BIAS</p> <p>(B) A LEADERSHIP'S ROLE WITH EQUALITY AND EQUITY IN SCHOOLS</p> <p>PROFESSIONAL DEVELOPMENT –TRAINING (WITH DISTRICT INTERNS)</p>
THE PROGRAM PROVIDES OPPORTUNITIES FOR CANDIDATES TO LEARN		
	<p>HOW TO IDENTIFY, ANALYZE AND MINIMIZE PERSONAL BIAS</p>	<p>CANDIDATES ENGAGE IN RELEVANT, ACTION RESEARCH AT THEIR OWN SCHOOL SITE AS THEY DEVELOP AN EDUCATIONAL LEADERSHIP PROJECT. PARTNERS WILL FACILITATE OPPORTUNITIES TO PROMOTE COMMUNITIES OF PRACTICE AND ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS TO PROMOTE STUDENT SUCCESS. CANDIDATES WILL COLLECT AND ANALYZE DATA ON STUDENT PERFORMANCE, SCHOOL CULTURE, AND DEMOGRAPHICS GUIDED BY THE CALAPA STANDARDS AND THEIR ACTION RESEARCH PROJECTS. COACHES WILL GUIDE THE COGNITIVE RHETORIC FOR EFFECTIVELY FACILITATING THE ANALYSIS AND REVISIONS OF EXISTING CURRICULUM, CONTENT STANDARDS, AND PEDAGOGICAL STRATEGIES.</p> <p>TOOLS ARE USED TO MEASURE BIASES, SUCH AS:</p> <p>PROFESSIONAL DISPOSITION CHECKLIST:</p> <p>DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEADERSHIP EXPERIENCES, AND PARTICIPATE IN COLLABORATION AND POSITIVE COLLEGIALITY. DEMONSTRATE A PROMOTION TO CULTIVATE A SAFE AND PRODUCTIVE LEARNING AND WORKING</p>

		<p>ENVIRONMENT THROUGH THE USE OF THE PROFESSIONAL DISPOSITION CHECKLIST TOOL – SEE EXCERPT FROM TOOL:</p> <p>EXHIBITS AN APPRECIATION AND VALUE FOR DIVERSITY</p> <ul style="list-style-type: none"> • APPROACHES DIVERSITY WITH A POSITIVE ATTITUDE • EMBRACES ALL DIVERSITIES/DIFFERENCES TO INCLUDE RACIAL, SES, AND LEARNING STYLES • DOES NOT USE STEREOTYPES AND AVOIDS BIASES AND PREJUDICES • CREATES A “SAFE CLIMATE” WHERE ALL CULTURES ARE ACCEPTED • DIFFERENTIATES INSTRUCTION BASED ON LEARNERS’ NEEDS • IMPLEMENTS LESSONS THAT TARGET DIVERSITY ACCEPTANCE AND AWARENESS • KNOWS STUDENTS’ LEARNING STYLES AND BACKGROUNDS • PROMOTES A POSITIVE SCHOOL CLIMATE
	HOW POLICIES AND HISTORICAL PRACTICES CREATE AND MAINTAIN INSTITUTIONAL BIAS,	<p>EDUCATION 501: DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL & SOCIAL IMPLICATIONS</p> <p>CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.</p> <p>MEASURABLE ARTIFACTS</p> <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS FOCUSING ON THE FOLLOWING: <ul style="list-style-type: none"> (A) PERSONAL ATTITUDES RELATED TO ISSUES OF PRIVILEGE AND POWER IN DIFFERENT DOMAINS INCLUDING RACE, GENDER, LANGUAGE, SEXUAL ORIENTATION, RELIGION, AND SOCIO-ECONOMIC STATUS; (B) EXPLICIT AND IMPLICIT RACIAL BIAS AND ITS IMPACT ON EDUCATIONAL CLIMATE (C) ROLE OF THE LEADER IN CREATING EQUITABLE OUTCOMES IN SCHOOLS (D) INEQUALITY AND INEQUITY AT SCHOOL AND SYSTEM-WIDE LEVEL
	AND HOW LEADERS CAN ADDRESS AND MONITOR INSTITUTIONAL-LEVEL	<p>EDUCATION 501: DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL & SOCIAL IMPLICATIONS</p>

<p>INEQUITY.</p>	<p>CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.</p> <p>MEASURABLE ARTIFACTS</p> <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS FOCUSING ON THE FOLLOWING: <ul style="list-style-type: none"> (A) ROLE OF THE LEADER IN CREATING EQUITABLE OUTCOMES IN SCHOOLS (B) INEQUALITY AND INEQUITY AT SCHOOL AND SYSTEM-WIDE LEVEL <p>FIELD EXPERIENCE – DISPOSITIONS CHECKLIST* PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE</p> <p>THESE ATTRIBUTES AND CHARACTERISTICS ARE GROUNDED IN FSE'S CONCEPTUAL FRAMEWORK WHICH STRIVES TO HELP CANDIDATES DEVELOP THE DISPOSITIONS OF FAIRNESS AND EQUITY, A BELIEF THAT ALL STUDENTS CAN LEARN, AND ETHICAL BEHAVIOR.</p> <p>* MODIFIED FROM THE UNIVERSITY OF TAMPA: <i>DISPOSITIONS ASSESSMENT IN TEACHER EDUCATION: DEVELOPING AN ASSESSMENT INSTRUMENT FOR THE COLLEGE CLASSROOM AND THE FIELD</i></p> <p>FIELD EXPERIENCE TOOL: IMPLEMENTING THE VISION; ETHICAL ACTION</p> <p>THE CANDIDATE EXAMINES AND RESPONDS TO EQUITY ISSUES RELATED TO RACE, DIVERSITY, AND ACCESS IN ORDER TO HELP THE SCHOOL ACHIEVE THE MISSION AND VISION.</p>
<p>THE PROGRAM PREPARES CANDIDATES TO IMPROVE SCHOOLING FOR ALL STUDENTS WITH AN EMPHASIS ON VULNERABLE AND HISTORICALLY UNDERSERVED STUDENTS BY EXAMINING TEACHING, LEARNING, STUDENT ENGAGEMENT, STUDENT DISCIPLINE, SCHOOL CULTURE, FAMILY INVOLVEMENT, AND OTHER PROGRAMMATIC SUPPORTS IN THE SCHOOL FOR</p>	<p>EDUCATION 502: VISION OF TEACHING & LEARNING: IMPROVEMENT OF INSTRUCTION & STUDENT ACHIEVEMENT</p> <p>CURRENT TRENDS REFLECTIONS (MEASURABLE ARTIFACT)</p> <p>CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.</p> <ul style="list-style-type: none"> • DATA DRIVEN INSTRUCTION • STANDARDS BASED MOVEMENT • TEACHING LEADERSHIP

<p>THE PURPOSES OF PROVIDING EFFECTIVE INSTRUCTION AND EQUITABLE ACCESS FOR ALL STUDENTS.</p>	<ul style="list-style-type: none"> • TEACH LIKE A CHAMPION • UNIVERSAL ACCESS • UNDERSTANDING BY DESIGN <p>ED 507: EDUCATIONAL LEADERSHIP PROJECT SEMINARS CULMINATING EXPERIENCE: PRESENTATION OF EDUCATIONAL LEADERSHIP PROJECT CANDIDATES ENGAGE IN RELEVANT, ACTION RESEARCH AT THEIR OWN SCHOOL SITE AS THEY DEVELOP AN EDUCATIONAL LEADERSHIP PROJECT. PARTNERS WILL FACILITATE OPPORTUNITIES TO PROMOTE COMMUNITIES OF PRACTICE AND ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS TO PROMOTE STUDENT SUCCESS. CANDIDATES WILL COLLECT AND ANALYZE DATA ON STUDENT PERFORMANCE, SCHOOL CULTURE, AND DEMOGRAPHICS GUIDED BY THE CALAPA STANDARDS AND THEIR ACTION RESEARCH PROJECTS.</p> <p>EDUCATION 505: EDUCATIONAL LEADERSHIP: LEGAL FRAMEWORK & PERSONAL ETHICS CANDIDATES WILL PARTICIPATE IN MOCK SCHOOL BOARD PRESENTATION: (COMPETENCY-BASED ARTIFACT) AND WILL ENCOUNTER MOCK SITUATIONS INCLUDING ORGANIZATIONAL DILEMMAS. CANDIDATES WILL BE ASSESSED ON THEIR PREPARATION OF THEIR PRESENTATION, THEIR ABILITY TO EFFECTIVELY RESPOND TO FOLLOW-UP QUESTIONS AND CONCERNS, AND THEIR PUBLIC SPEAKING AND ADVOCACY STYLE. MOCK SCHOOL BOARD PRESENTATION: (COMPETENCY-BASED ARTIFACT) CANDIDATES WILL BE ASSESSED ON THEIR PREPARATION OF THEIR PRESENTATION, THEIR ABILITY TO EFFECTIVELY RESPOND TO FOLLOW-UP QUESTIONS, AND THEIR PUBLIC SPEAKING AND ADVOCACY STYLE. (SEE LEADERSHIP PLANNING AND PARTICIPATION PERFORMANCE RUBRIC). CANDIDATES WILL ENGAGE IN CONVERSATIONS AND PRACTICES FOR OPPORTUNITIES TO DEMONSTRATE: 5A: REFLECTIVE PRACTICE; 5B: ETHICAL DECISION-MAKING; 5C: ETHICAL ACTION.</p>
<p>THE PROGRAM ENSURES CANDIDATES UNDERSTAND PEDAGOGICAL APPROACHES THAT RECOGNIZE THE IMPORTANCE OF BUILDING ON STUDENTS' STRENGTHS AND ASSETS AS A FOUNDATION FOR SUPPORTING ALL STUDENTS, ESPECIALLY HISTORICALLY</p>	<p>EDUCATION 502: VISION OF TEACHING & LEARNING: IMPROVEMENT OF INSTRUCTION & STUDENT ACHIEVEMENT CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS. CURRENT TRENDS:</p>

UNDERSERVED STUDENTS INCLUDING ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS.	READING/LANGUAGE ARTS FRAMEWORK FOR CA PUBLIC SCHOOLS: CHAPTER 7, "UNIVERSAL ACCESS" HOW TO DIFFERENTIATE INSTRUCTION IN MIXED-ABILITY CLASSROOMS (2 ND ED.): FOREWORD, INTRODUCTION, CHAPTERS 1, 2, & 3 PLEASE COMPLETE AT LEAST 5 ENTRIES IN YOUR DOUBLE-ENTRY JOURNAL FOR EACH ASSIGNED READING.
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PROGRAM STANDARD 5: ROLE OF SCHOOLING IN A DEMOCRATIC SOCIETY	
<p>BY DESIGN, THE ADMINISTRATIVE SERVICES PREPARATION PROGRAM PROVIDES EACH CANDIDATE WITH AN OPPORTUNITY TO CRITICALLY EXAMINE THE PRINCIPLES OF DEMOCRATIC EDUCATION AND THE RESPONSIBILITIES OF CITIZENSHIP.</p>	<p>ED 506: EDUCATIONAL LEADERSHIP: SCHOOL GOVERNANCE & ORGANIZATIONAL MANAGEMENT</p> <p>CANDIDATES WILL DEVELOP SYSTEMS TO EXAMINE THE PRINCIPLES OF DEMOCRATIC EDUCATION AND THE RESPONSIBILITIES OF CITIZENSHIP BY DEVELOPING A SHARED VISION - COMMUNITY PROJECT (<u>COMPETENCY-BASED ARTIFACT</u>) ALLOWING CANDIDATES TO BE EXPOSED TO AT MACRO AND MICRO ORGANIZATIONAL LEVELS.</p>
<p>THIS INCLUDES THE MORAL IMPERATIVE TO PROVIDE ALL STUDENTS WITH THE BEST POSSIBLE EDUCATION.</p>	
<p>THE PROGRAM PREPARES EACH CANDIDATE TO UNDERSTAND THE ROLE OF THE SCHOOL IN PREPARING K-12 STUDENTS TO ACTIVELY AND PRODUCTIVELY ENGAGE IN CIVIC RESPONSIBILITY AND TO IDENTIFY AND CRITICALLY ANALYZE THE VARIETY OF IDEAS AND FORCES IN SOCIETY THAT CONTRIBUTE TO (OR CONSTRAIN) A DEMOCRATIC SOCIETY.</p>	<p>ED 506: EDUCATIONAL LEADERSHIP: SCHOOL GOVERNANCE & ORGANIZATIONAL MANAGEMENT</p> <p>CANDIDATES WILL DEVELOP SYSTEMS TO EXAMINE THE PRINCIPLES OF DEMOCRATIC EDUCATION AND THE RESPONSIBILITIES OF CITIZENSHIP BY DEVELOPING A SHARED VISION - COMMUNITY PROJECT (<u>COMPETENCY-BASED ARTIFACT</u>) ALLOWING CANDIDATES TO BE EXPOSED TO AT MACRO AND MICRO ORGANIZATIONAL LEVELS.</p>
<p>THE PROGRAM INCLUDES OPPORTUNITIES FOR CANDIDATES TO LEARN HOW HISTORICAL AND PHILOSOPHICAL INFLUENCES, STATE AND FEDERAL POLICY DECISIONS, AND PREVAILING EDUCATIONAL PRACTICES IMPACT SCHOOLING.</p>	<p>ED 506: EDUCATIONAL LEADERSHIP: SCHOOL GOVERNANCE & ORGANIZATIONAL MANAGEMENT</p> <p>CURRENT TRENDS REFLECTIONS/ARTIFACTS (<u>MEASURABLE ARTIFACT</u>)</p> <p>CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.</p> <p>CURRENT TREND(s): <u>HOMELESS STUDENT GUIDANCE</u> <u>FOSTER CARE GUIDANCE</u></p>
<p>THE PROGRAM PREPARES CANDIDATES TO UNDERSTAND THE ADMINISTRATOR'S RESPONSIBILITY TO DEVELOP AND NURTURE PUBLIC SUPPORT, FAMILY PARTICIPATION, AND COMMUNITY ENGAGEMENT.</p>	<p>CANDIDATES WILL ENGAGE IN RELEVANT FIELD EXPERIENCES AT THEIR OWN SCHOOL SITE AS THEY DEVELOP AN ACTION RESEARCH PLAN. PARTNERS WILL FACILITATE OPPORTUNITIES TO PROMOTE COMMUNITIES OF PRACTICE AND ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS TO PROMOTE STUDENT SUCCESS. CANDIDATES WILL COLLECT AND ANALYZE DATA ON STUDENT PERFORMANCE, SCHOOL CULTURE, AND DEMOGRAPHICS GUIDED BY THE CALAPA STANDARDS AND</p>

	<p>THEIR ACTION RESEARCH PROJECTS. COACHES WILL GUIDE THE COGNITIVE RHETORIC FOR EFFECTIVELY FACILITATING THE ANALYSIS AND REVISIONS OF EXISTING CURRICULUM, CONTENT STANDARDS, AND PEDAGOGICAL STRATEGIES.</p> <p>LEADERSHIP PRACTICE TOOL: COACH-ASSESSED FIELD EXPERIENCE TOOLS MONITORING THE PROMOTION OF STUDENT-CENTERED ENVIRONMENTS, SHARED VISION, COMMUNITY INVOLVEMENT, EFFECTIVE INSTRUCTION, AND ETHICAL DECISION-MAKING FROM THE CANDIDATE.</p> <p>ED 507: EDUCATIONAL LEADERSHIP PROJECT SEMINARS CULMINATING EXPERIENCE: PRESENTATION OF EDUCATIONAL LEADERSHIP PROJECT PROFESSIONAL COMMUNITIES OF PRACTICE – PROFESSIONAL DEVELOPMENT PARTNERS AND/OR VARIOUS STAKEHOLDERS PROVIDE OPPORTUNITIES FOR CANDIDATES TO VISIT AND LEARN FROM BEST PRACTICES. OBSERVATION INSTRUMENT – COMMUNITIES OF PRACTICE</p>
<p>IN ADDITION, THE PROGRAM PREPARES ADMINISTRATORS TO ESTABLISH CIVILITY THROUGH AN ORGANIZATIONAL CULTURE THAT PROMOTES CONSTRUCTIVE PROBLEM SOLVING, CONFLICT RESOLUTION STRATEGIES, AND APPLICATION OF ETHICAL BEHAVIORS.</p>	<p>FIELD EXPERIENCE – PROFESSIONAL DISPOSITIONS CHECKLIST* PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE THESE ATTRIBUTES AND CHARACTERISTICS ARE GROUNDED IN FSE'S CONCEPTUAL FRAMEWORK WHICH STRIVES TO HELP CANDIDATES DEVELOP THE DISPOSITIONS OF FAIRNESS AND EQUITY, A BELIEF THAT ALL STUDENTS CAN LEARN, AND ETHICAL BEHAVIOR. * MODIFIED FROM THE UNIVERSITY OF TAMPA: <i>DISPOSITIONS ASSESSMENT IN TEACHER EDUCATION: DEVELOPING AN ASSESSMENT INSTRUMENT FOR THE COLLEGE CLASSROOM AND THE FIELD</i></p> <p>EDUCATION 501: DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL & SOCIAL IMPLICATIONS SCHOOL CULTURE PLAN AND GOAL PLANNING (COMPETENCY-BASED ARTIFACT) DEVELOP AND DELIVER A PRESENTATION FOR YOUR ENTIRE STAFF THAT INTRODUCES THEM TO YOUR BIG GOAL, VISION, FOCUS, AND EXPECTATIONS. CANDIDATES ESTABLISH POSITIVE CLIMATE THROUGH AN ORGANIZATIONAL CULTURE THAT PROMOTES CRITICAL THINKING THROUGH ETHICAL BEHAVIORS.</p>

CATEGORY II: CURRICULUM (PROGRAM MATRIX MUST ACCOMPANY THIS CATEGORY)	
PROGRAM STANDARD 6: PREPARING CANDIDATES TO MASTER THE ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPES)	
<p>THE CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS DESCRIBE THE SET OF PROFESSIONAL KNOWLEDGE, SKILLS AND ABILITIES EXPECTED OF A BEGINNING LEVEL PRACTITIONER IN ORDER TO EFFECTIVELY LEAD A SCHOOL COMMUNITY IN EDUCATING AND SUPPORTING ALL STUDENTS IN MEETING THE STATE-ADOPTED ACADEMIC STANDARDS. THE PROGRAM’S ORGANIZED COURSEWORK AND CLINICAL PRACTICE PROVIDE MULTIPLE OPPORTUNITIES FOR CANDIDATES TO LEARN, APPLY, AND REFLECT ON EACH CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATION (CAPES). AS CANDIDATES PROGRESS THROUGH THE PROGRAM, PEDAGOGICAL AND ANDRAGOGICAL ASSIGNMENTS ARE INCREASINGLY COMPLEX AND CHALLENGING. THE SCOPE OF THE PEDAGOGICAL AND ANDRAGOGICAL ASSIGNMENTS (A) ADDRESS THE CAPES AS THEY APPLY TO THE CREDENTIAL, AND (B) PREPARES THE CANDIDATE FOR THE CALIFORNIA’S ADMINISTRATOR PERFORMANCE ASSESSMENT (CALAPA) AND OTHER PROGRAM-BASED ASSESSMENTS.</p>	<p>THE COMPLETED PROGRAM MATRIX, FOUND AT THE END OF THIS TEMPLATE, IS SUFFICIENT FOR THE PROGRAM'S RESPONSE TO THIS SECTION OF THE STANDARDS. IF DESIRED, THE PROGRAM MAY INCLUDE ADDITIONAL INFORMATION IN THIS CELL.</p>

AS CANDIDATES PROGRESS THROUGH THE CURRICULUM, FACULTY AND OTHER QUALIFIED SUPERVISORS ASSESS CANDIDATES' PERFORMANCE IN RELATION TO THE CAPEs AND PROVIDE FORMATIVE AND TIMELY PERFORMANCE FEEDBACK REGARDING CANDIDATES' PROGRESS TOWARD MASTERING THE CAPEs.	
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CATEGORY III: FIELD EXPERIENCES	
PROGRAM STANDARD 7: NATURE OF FIELD EXPERIENCES	
<p>IN THE ADMINISTRATIVE SERVICES PREPARATION PROGRAM, CANDIDATES PARTICIPATE IN PRACTICAL FIELD EXPERIENCES THAT ARE DESIGNED TO FACILITATE THE APPLICATION OF THEORETICAL CONCEPTS IN AUTHENTIC SETTINGS.</p>	<p>CANDIDATES WILL ENGAGE IN RELEVANT FIELD EXPERIENCES AT THEIR OWN SCHOOL SITE AS THEY DEVELOP AN ACTION RESEARCH PLAN. PARTNERS WILL FACILITATE OPPORTUNITIES TO PROMOTE COMMUNITIES OF PRACTICE AND ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS TO PROMOTE STUDENT SUCCESS. CANDIDATES WILL COLLECT AND ANALYZE DATA ON STUDENT PERFORMANCE, SCHOOL CULTURE, AND DEMOGRAPHICS GUIDED BY THE CALAPA STANDARDS AND THEIR ACTION RESEARCH PROJECTS. COACHES WILL GUIDE THE COGNITIVE RHETORIC FOR EFFECTIVELY FACILITATING THE ANALYSIS AND REVISIONS OF EXISTING CURRICULUM, CONTENT STANDARDS, AND PEDAGOGICAL STRATEGIES.</p>
<p>EACH CANDIDATE IS INTRODUCED TO THE MAJOR DUTIES AND RESPONSIBILITIES AUTHORIZED BY THE ADMINISTRATIVE SERVICES CREDENTIAL AS ARTICULATED IN THE <i>PERFORMANCE EXPECTATIONS</i>.</p>	<p><u>PROFICIENCY ALIGNMENT</u></p>
<p>FIELD EXPERIENCES INCLUDE A VARIETY OF DIVERSE AND REALISTIC SETTINGS BOTH IN THE DAY-TO-DAY FUNCTIONS OF ADMINISTRATORS AND IN LONG-TERM POLICY DESIGN AND IMPLEMENTATION.</p>	<p><u>PROFESSIONAL DISPOSITION CHECKLIST:</u> DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEADERSHIP EXPERIENCES, AND PARTICIPATE IN COLLABORATION AND POSITIVE COLLEGIALITY. DEMONSTRATE A PROMOTION TO CULTIVATE A SAFE AND PRODUCTIVE LEARNING AND WORKING ENVIRONMENT.</p> <p><u>CANDIDATE SELF-ASSESSMENT RUBRIC:</u> REFLECTIVE PRACTICE AND CRITICALLY REFLECTIVE PRACTICE ARE ADDRESSED THROUGH A SELF-REFLECTIVE ASSESSMENT. THIS PRACTICE WILL DEVELOP SKILLS NEEDED TO BECOME A LIFE-LONG LEARNER.</p> <p><u>LEADERSHIP PRACTICE TOOL:</u> COACH-ASSESSED TOOL MONITORING THE PROMOTION OF STUDENT-CENTERED ENVIRONMENTS, SHARED VISION, COMMUNITY INVOLVEMENT, EFFECTIVE INSTRUCTION, AND ETHICAL DECISION-MAKING FROM THE CANDIDATE.</p>

	<p><u>CANDIDATE ASSESSMENT RUBRIC:</u> COACH-ASSESSED TOOL MEASURING PROFESSIONALISM, TECHNOLOGY SKILLS, KNOWLEDGE OF STANDARDS, AND REFLECTIVE PRACTICE.</p> <p><u>PROGRAM EVALUATION - COACH:</u> CANDIDATE ASSESSMENT OF PROGRAM USING AN EVALUATION TOOL THAT MEASURES THE REQUIREMENTS OF THE COACH TO EFFECTIVELY MEET THE NEEDS OF THE CANDIDATES. MEASURES THE DEVELOPING OF A GROWTH-FOSTERING RELATIONSHIP BETWEEN THE COACH AND THE LEADER TO BRING ABOUT TRANSFORMATIONAL CHANGE.</p>
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PROGRAM STANDARD 8: GUIDANCE, ASSISTANCE, AND FEEDBACK	
<p>THE ADMINISTRATIVE SERVICES PREPARATION PROGRAM SPONSOR HAS AN EFFECTIVE SYSTEM BY WHICH THE CANDIDATE'S PERFORMANCE IS GUIDED, ASSISTED, AND EVALUATED IN EACH FIELD EXPERIENCE.</p>	<p>COACHES WILL GUIDE THE COGNITIVE RHETORIC FOR EFFECTIVELY FACILITATING THE ANALYSIS AND REVISIONS OF EXISTING CURRICULUM, CONTENT STANDARDS, AND PEDAGOGICAL STRATEGIES.</p> <p><u>CALENDAR</u></p>
<p>IN THIS SYSTEM, AT LEAST ONE FIELD/CLINICAL SUPERVISOR AND AT LEAST ONE PROGRAM SUPERVISOR PROVIDE COMPLETE, ACCURATE, AND TIMELY FEEDBACK TO THE CANDIDATE, INCLUDING CONSTRUCTIVE SUGGESTIONS FOR IMPROVEMENT.</p>	<p>CANDIDATES HAVE A SITE-BASED ADVISOR AND FIELD EXPERIENCE COACH SUPPORTING LEADERSHIP DEVELOPMENT AND PROVIDING MENTORING AND FEEDBACK.</p> <p><u>SPREADSHEET</u></p>

CATEGORY IV: CANDIDATE COMPETENCE AND PERFORMANCE	
PROGRAM STANDARDS 9: ASSESSMENT OF CANDIDATE PERFORMANCE	
<p>PRIOR TO RECOMMENDING EACH CANDIDATE FOR A PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL, THE PROGRAM DETERMINES ON THE BASIS OF THOROUGHLY DOCUMENTED EVIDENCE THAT EACH CANDIDATE HAS DEMONSTRATED A SATISFACTORY KNOWLEDGE AND UNDERSTANDING OF THE <i>CALIFORNIA ADMINISTRATOR CONTENT EXPECTATIONS</i> AND SATISFACTORY PERFORMANCE ON THE FULL RANGE OF <i>CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS</i> BELOW.</p>	<p>UPON SUCCESSFUL COMPLETION OF THE ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM, CANDIDATES ARE REQUIRED TO PROVIDE PROOF OF EMPLOYMENT IN AN ADMINISTRATIVE ROLE. COMPLETERS THAT DO HAVE A VALID ADMINISTRATIVE POSITION WILL BE RECOMMENDED FOR A PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL WITH PROOF OF THE FOLLOWING DOCUMENTS:</p> <p><u>ASC APPLICATION PACKET</u> <u>PRE-REQUISITES - CL-777: VERIFICATION OF EMPLOYMENT AS AN ADMINISTRATOR</u></p> <p>COMPLETERS THAT DO NOT HAVE A VALID ADMINISTRATIVE POSITION WILL BE RECOMMENDED FOR THE CERTIFICATE OF ELIGIBILITY WITH PROOF OF THE FOLLOWING DOCUMENTS:</p> <p><u>ASC APPLICATION PACKET – PRE-REQUISITES</u></p>
<p>A REPRESENTATIVE OF THE PROGRAM SPONSOR AND AT LEAST ONE FIELD/CLINICAL SUPERVISOR PROVIDES THE VERIFICATION OF CANDIDATE COMPETENCE AND PERFORMANCE.</p>	<p>FIELD EXPERIENCE ASSESSMENTS ARE COLLECTED VIA OUR <u>LEARNING MANAGEMENT SYSTEM, SCHOOLGY</u> AND ARE VALIDATED BY THE MENTOR/COACH AND VERIFIED BY THE COORDINATOR OF FIELD EXPERIENCE AND CREDENTIAL ANALYST.</p>
<p>WHEN AVAILABLE, A COMMISSION-APPROVED ADMINISTRATOR PERFORMANCE ASSESSMENT MAY BE USED TO SATISFY THIS REQUIREMENT.</p>	<p>NOT APPLICABLE AT THIS TIME.</p>
<p>SATISFACTORY PERFORMANCE IS DEFINED AS ACHIEVING COMPETENCE AS EXPECTED FOR ENTRY-LEVEL ADMINISTRATORS.</p>	<p>MEASUREABLE ARTIFACTS PROVIDE CANDIDATES WITH FEEDBACK REGARDING THEIR CURRENT LEVEL OF PERFORMANCE. CANDIDATES HAVE 24-HOUR ACCESS TO FEEDBACK AND SCORES THROUGH THE LEARNING MANAGEMENT SYSTEM, <u>SCHOOLGY</u>. THE COACH AND THE FIELD SUPERVISOR WILL COLLABORATE TO ENSURE CANDIDATE SUCCESS.</p> <p><u>PROFICIENCY ALIGNMENT</u> <u>FIELD EXPERIENCE TOOLS</u></p>

<p>DURING THE PROGRAM, CANDIDATES ARE GUIDED AND COACHED ON THEIR PERFORMANCE USING FORMATIVE ASSESSMENT PROCESSES.</p>	<p>COACHES WILL GUIDE THE COGNITIVE RHETORIC FOR EFFECTIVELY FACILITATING THE ANALYSIS AND REVISIONS OF EXISTING CURRICULUM, CONTENT STANDARDS, AND PEDAGOGICAL STRATEGIES.</p> <p><u>COACH SCHEDULE</u></p> <p>MEASUREABLE ARTIFACTS PROVIDE CANDIDATES WITH FEEDBACK REGARDING THEIR CURRENT LEVEL OF PERFORMANCE. CANDIDATES HAVE 24-HOUR ACCESS TO FEEDBACK AND SCORES THROUGH THE LEARNING MANAGEMENT SYSTEM, <u>SCHOOLGY</u>. THE COACH AND THE FIELD SUPERVISOR WILL COLLABORATE TO ENSURE CANDIDATE SUCCESS.</p> <p><u>PROFICIENCY ALIGNMENT</u> <u>FIELD EXPERIENCE TOOLS</u></p>
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SYLLABI

ASC PROGRAM INSTRUCTIONAL SEQUENCE & COURSE SCHEDULE

FORTUNE SCHOOL'S ADMINISTRATIVE SERVICES CREDENTIAL (ASC) CANDIDATES COMPLETE THEIR COURSEWORK THROUGH A 1-YEAR PROGRAM. THE ASC FIELD-BASED DESIGN PROVIDES OPPORTUNITIES FOR CANDIDATES TO LEARN AND APPLY SKILLS IN CONJUNCTION WITH THE NATURAL PROGRESSION OF AN ACADEMIC SCHOOL YEAR. THE PROGRAM ALLOWS ASC CANDIDATES OPPORTUNITIES TO INTEGRATE THE INSTITUTION'S PHILOSOPHICAL AND THEORETICAL/RESEARCH FRAMEWORK THROUGH ACADEMIC COURSEWORK AND WITH EMPIRICAL, PRACTICAL APPLICATIONS AT THE SCHOOL SITE.

ASC PROGRAM: COURSEWORK AND FIELD EXPERIENCE
<u>ED 501: DIVERSE LEARNING COMMUNITIES: POLITICAL CULTURAL & SOCIAL IMPLICATIONS</u>
<u>ED 502: VISION OF TEACHING & LEARNING: IMPROVEMENT OF INSTRUCTION & STUDENT ACHIEVEMENT</u>
<u>ED 503: FIELD EXPERIENCES</u>
<u>ED 504: EDUCATIONAL LEADERSHIP: HUMAN & ECONOMIC RESOURCES</u>
<u>ED 505: LEGAL FRAMEWORK & PERSONAL ETHICS</u>
<u>ED 506: ORGANIZATIONAL MANAGEMENT & SCHOOL GOVERNANCE</u>
<u>ED 507: CULMINATING EXPERIENCE: PRESENTATION OF EDUCATIONAL LEADERSHIP PROJECT</u> <u>EDUCATIONAL LEADERSHIP PROJECT SEMINARS</u> <u>CALAPA ALIGNED</u>

2017-18 MEETING DATES	COURSE/PRACTICUM	ROLE OF CANDIDATE AT SCHOOL SITE
SEPTEMBER 7	PROGRAM ORIENTATION 5:15 – 7:15 PM	
SEPTEMBER 14, 21, 28 OCTOBER 5, 12, 19	ED 501 SCHOOL CULTURE	CANDIDATE WORKS WITH ADMINISTRATORS AND STAFF TO INTAKE NEW STUDENTS; SETS THE SOCIAL AND ACADEMIC CLIMATE; FINALIZES MASTER SCHEDULE; ESTABLISHES CLASS LISTS.
OCTOBER 26 NOVEMBER 2, 9, 16, 30 DECEMBER 7, 14 JANUARY 4, 11	ED 502 INSTRUCTIONAL LEADERSHIP	CANDIDATE WORKS WITH ADMINISTRATORS AND TEACHERS TO ASSESS STUDENTS; USES DATA TO INFORM CLASS PLACEMENTS; IDENTIFY ADDITIONAL RESOURCES FOR STUDENTS.
OCTOBER 10, DECEMBER 12, MARCH 13, MAY 15	EDUCATIONAL LEADERSHIP PLAN SEMINAR/ ED 507 CULMINATING LEADERSHIP PLAN – EDUCATIONAL LEADERSHIP PLAN (ELP)	<i>CANDIDATE WORKS WITH ADMINISTRATORS, STAFF, AND STUDENTS AS NEEDED TO COMPLETE HIS/HER APPROVED EDUCATIONAL LEADERSHIP PROJECT (ELP).</i>

YEAR-LONG FIELD EXPERIENCES	<i>ED 503 FIELD EXPERIENCE</i>	CANDIDATES WILL ENGAGE IN RELEVANT FIELD EXPERIENCES AT THEIR OWN SCHOOL SITE AS THEY DEVELOP AN ACTION RESEARCH PLAN. PARTNERS WILL FACILITATE OPPORTUNITIES TO PROMOTE COMMUNITIES OF PRACTICE AND ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS TO PROMOTE STUDENT SUCCESS. COACHES WILL GUIDE THE COGNITIVE RHETORIC FOR EFFECTIVELY FACILITATING THE ANALYSIS AND REVISIONS OF EXISTING CURRICULUM, CONTENT STANDARDS, AND PEDAGOGICAL STRATEGIES.
JANUARY 18, 22, 29 FEBRUARY 5, 15, 22, 26	ED 504 SCHOOL FINANCE & HUMAN RESOURCES	CANDIDATE WORKS WITH ADMINISTRATORS TO FORMALLY EVALUATE STAFF; BEGINS HUMAN RESOURCE WORK RELATED TO POSTING OPEN POSITIONS, REVIEWS APPLICATIONS, CONDUCTS INTERVIEWS, AND DEVELOPS EMPLOYEE HANDBOOK.
MARCH 15, 29 APRIL 5, 12, 19, 26 MAY 3, 10	ED 505 SCHOOL LAW & ETHICAL LEADERSHIP	CANDIDATE WORKS WITH ADMINISTRATORS TO REFLECT ON SCHOOL GOALS AND CHANGES FOR NEXT ACADEMIC YEAR; REVIEWS AND REVISES, DEVELOPS STUDENT-PARENT HANDBOOK; SUPPORTS WHOLE SCHOOL PREPARATION FOR STATE-WIDE TESTING.
MAY 17, 24, 31 JUNE 7	ED 506 SCHOOL GOVERNANCE & ORGANIZATIONAL MANAGEMENT	CANDIDATE WORKS WITH ADMINISTRATORS TO COLLABORATE WITH GOVERNING BOARD, DISTRICT AND LOCAL LEADERS TO LEARN HOW TO INFLUENCE POLICIES THAT BENEFIT STUDENTS. CANDIDATES WILL DEVELOP SYSTEMS TO RUN EFFICIENT & EFFECTIVE SCHOOL OPERATIONS.
JUNE 14, 2017 & JUNE 21, 2017	ED 507 CULMINATING LEADERSHIP PROJECT – EDUCATIONAL LEADERSHIP PROJECT (ELP)	CANDIDATE WILL PRESENT CALAPA ALIGNED ACTION-BASED PROJECTS.

ED 501:

DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL, & SOCIAL IMPLICATIONS

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00PM

CONTACT: *SCHOOLGY* MESSENGER

COURSE DESCRIPTION:

FOCUS ON INCREASING STUDENT LEARNING OUTCOMES THROUGH THE DEVELOPMENT OF A STRONG, ADULT-LED, STUDENT-CENTERED SCHOOL CULTURE. PROVIDE CANDIDATES WITH THE PROCESS AND TOOLS TO ESTABLISH A CLEAR VISION, FOCUS, AND SET OF EXPECTATIONS FOR STAFF MEMBERS. PROVIDE CANDIDATES WITH GUIDED RESEARCH AND METHODOLOGY RELATED TO ENVIRONMENTAL CONTEXTS, ORGANIZATIONAL CULTURE, INTRA-ORGANIZATIONAL SYSTEMS, AND THEIR INFLUENCE ON HUMAN BEHAVIOR AND EDUCATIONAL OUTCOMES. CANDIDATES ARE INTRODUCED TO PRACTICES FOR DEVELOPING COMMUNITIES OF PRACTICE, STRENGTHENING PARTNERSHIPS, AND ESTABLISHING OPPORTUNITIES FOR COLLABORATION WITH FAMILIES AND OTHER STAKEHOLDERS.

CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE) ALIGNMENT:

STANDARD CATEGORY	ARTIFACT	MEASUREMENT TOOL
I: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION EDUCATION LEADERS FACILITATE THE DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION OF LEARNING AND GROWTH OF ALL STUDENTS. 1A: DEVELOPING A STUDENT-CENTERED VISION OF TEACHING AND LEARNING 1B: DEVELOPING A SHARED VISION AND COMMUNITY COMMITMENT 1C: IMPLEMENTING THE VISION	SCHOOL CULTURE PLAN AND GOAL PLANNING	SCHOOL CULTURE PLAN AND GOAL PLANNING RUBRIC
4: FAMILY AND COMMUNITY ENGAGEMENT EDUCATION LEADERS COLLABORATE WITH FAMILIES AND OTHER STAKEHOLDERS TO ADDRESS DIVERSE STUDENT AND COMMUNITY INTERESTS AND MOBILIZE COMMUNITY RESOURCES. 4A: PARENT AND FAMILY ENGAGEMENT 4B: COMMUNITY INVOLVEMENT	SCHOOL CULTURE PLAN AND GOAL PLANNING	SCHOOL CULTURE PLAN AND GOAL PLANNING RUBRIC

REQUIRED TEXTS:

GOOD TO GREAT (2001), BY JIM COLLINS

BALANCED LEADERSHIP FOR POWERFUL LEARNING (2015), BY BRYAN GOODWIN & GREG CAMERON
WITH HEATHER HEIN
THE FIVE DYSFUNCTIONS OF A TEAM (2002), BY PATRICK LENCIONI

RECOMMENDED TEXTS:

STRENGTHS FINDER 2.0 (2013), BY TOM RATH
SHAPING SCHOOL CULTURE (2009), BY TERRENCE DEAL AND KENT PATTERSON

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS 	50
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • SCHOOL CULTURE PLAN AND GOAL PLANNING 	25
	TOTAL	100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. CURRENT TRENDS REFLECTIONS/ARTIFACTS (MEASURABLE ARTIFACT)

CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

- VISION AND GOAL SETTING
- GOODWIN, P. 69-94
- COLLINS, P. 41-64

2. ADMIT/EXIT SLIPS (PARTICIPATION AND COLLABORATION)

ADMIT AND EXIT SLIPS ARE WRITTEN RESPONSES (VIA *SCHOOLGY*) PROMPTED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS. THESE INFORMAL ASSESSMENTS

MEASURE UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (*WORKSHOP MODEL*).

3. **ACTIVE CLASS PARTICIPATION ELEMENTS** (*PARTICIPATION AND COLLABORATION*)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. **PROFESSIONAL DISPOSITION CHECKLIST:** (*PARTICIPATION AND COLLABORATION*)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. **SCHOOL CULTURE PLAN AND GOAL PLANNING** (*COMPETENCY-BASED ARTIFACT*)

DEVELOP AND DELIVER A PRESENTATION FOR YOUR ENTIRE STAFF THAT INTRODUCES THEM TO YOUR BIG GOAL, VISION, FOCUS, AND EXPECTATIONS. CANDIDATES ESTABLISH POSITIVE CLIMATE THROUGH AN ORGANIZATIONAL CULTURE THAT PROMOTES CRITICAL THINKING THROUGH ETHICAL BEHAVIORS.

COURSE SESSIONS:

SESSION	TOPIC	PRE-READING & SESSION DESCRIPTION	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
SESSION 1	LEVEL 5 LEADERSHIP	<p>CURRENT TRENDS</p> <p>DESCRIPTION CANDIDATES WILL BECOME BETTER ACQUAINTED WITH EACH OTHER AND THIS MODULE.</p> <p>AGENDA</p> <ul style="list-style-type: none"> ○ ENGAGEMENT ACTIVITY ○ EXPLORING GOOD TO GREAT AND BALANCED LEADERSHIP ○ DINNER BREAK ○ OUR CALL TO ACTION ○ ROADMAP FOR THE REST OF THIS MODULE ○ OFFICE HOUR 	JIGSAW ACTIVITY - GOOD TO GREAT AND BALANCED LEADERSHIP EXIT TICKET	1A, 1B, 1C, 4A, 4B

SESSION	TOPIC	PRE-READING & SESSION DESCRIPTION	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
SESSION 2	VISIONS AND GOAL SETTING	<p>CURRENT TRENDS GOODWIN, P. 69-94 COLLINS, P. 41-64</p> <p>DESCRIPTION CANDIDATES WILL DEFINE AND ARTICULATE IN DETAIL THEIR PERSONAL LEADERSHIP GOALS. THEN, THEY WILL IDENTIFY THE QUALITIES OF TEAM THAT WILL DRIVE THEIR VISION TO REACH THEIR GOALS.</p> <p>AGENDA</p> <ul style="list-style-type: none"> ○ ENGAGEMENT ACTIVITY ○ EXPLORING “WHO” ○ DINNER BREAK ○ EXPLORING THE SCHOOL COMMUNITY AND IDENTIFYING STAFF EXPERTISE ○ OFFICE HOUR 	CURRENT TRENDS ARTICULATED LEADERSHIP GOALS GOODWIN TOOLS #12, 15 EXIT TICKET	1A, 1B, 1C, 4A, 4B
SESSION 3	VISIONS AND GOAL SETTING CONTINUED	<p>CURRENT TRENDS GOODWIN, P. 12-35 COLLINS, P. 65-119</p> <p>DESCRIPTION CANDIDATES WILL DEFINE THEIR BHAGS AND ARTICULATE IN DETAIL THEIR VISIONS FOR THEIR PROGRAM/ SCHOOL SITES.</p> <p>AGENDA</p> <ul style="list-style-type: none"> ○ ENGAGEMENT ACTIVITY ○ EXPLORING THE BHAG ○ DINNER BREAK ○ EXPLORING WHAT MATTERS MOST AND DESIGNING AN INTERVENTION BUNDLE ○ OFFICE HOUR 	CURRENT TRENDS ARTICULATED BHAG GOODWIN TOOLS #2, 3 EXIT TICKET	1A, 1B, 1C, 4A, 4B
SESSION 4	CHANGE MANAGEMENT	<p>CURRENT TRENDS COMPLETE INTERVENTION BUNDLE</p>	CURRENT TRENDS ARTICULATED BHAG	1A, 1B, 1C, 4A, 4B

SESSION	TOPIC	PRE-READING & SESSION DESCRIPTION	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
		<p>GOODWIN, P. 36-68 COLLINS, P. 120-143</p> <p>DESCRIPTION CANDIDATES WILL PLAN FOR CHANGE AT THEIR SITES.</p> <p>AGENDA</p> <ul style="list-style-type: none"> ○ ENGAGEMENT ACTIVITY ○ EXPLORING THE MAGNITUDE OF CHANGE ○ DINNER BREAK ○ EXPLORING HOW TO CREATE DEMAND, AND FRAMING TO CREATE A SHARED VISION ○ OFFICE HOUR 	<p>GOODWIN TOOLS #4, 6, 7, 8 EXIT TICKET</p>	
SESSION 5	PUTTING IT ALL TOGETHER	<p>CURRENT TRENDS COMPLETE YOUR IMPLEMENTATION PLAN LENCIONI, P. 1-5; 27-114</p> <p>DESCRIPTION CANDIDATES WILL USE THIS TIME TO PREPARE THEIR PRESENTATIONS FOR SESSION 6. THEY WILL FINALIZE RELEVANT VISUAL AIDS, HANDOUTS, PRACTICE DELIVERY.</p> <p>AGENDA TBD - CANDIDATES WILL WORK AT THEIR OWN PACE TO COMPLETE AND PRACTICE THEIR PRESENTATIONS.</p>		1A, 1B, 1C, 4A, 4B
SESSION 6	SCHOOL CULTURE PLAN AND GOAL PLANNING	<p>CURRENT TRENDS N/A</p> <p>DESCRIPTION SCHOOL CULTURE PLAN AND GOAL PLANNING CANDIDATES WILL DELIVER THEIR PRESENTATION FOR THEIR ENTIRE STAFF THAT INTRODUCES THEM TO YOUR BIG</p>	PRESENTATION THAT COMMUNICATES THE LEADER'S VISION, FOCUS, AND EXPECTATIONS.	1A, 1B, 1C, 4A, 4B

SESSION	TOPIC	PRE-READING & SESSION DESCRIPTION	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
		<p>GOAL, VISION, FOCUS, AND EXPECTATIONS. CANDIDATES ESTABLISH POSITIVE CLIMATE THROUGH AN ORGANIZATIONAL CULTURE THAT PROMOTES CRITICAL THINKING THROUGH ETHICAL BEHAVIORS.</p> <p>AGENDA</p> <ul style="list-style-type: none"> ○ ENGAGEMENT ACTIVITY ○ PRACTICE ○ DINNER BREAK ○ PRESENTATIONS 		

SCHOOL CULTURE PLAN AND GOAL PLANNING

DESCRIPTION & RUBRIC

TASK

CREATE AN “OPENING” PRESENTATION FOR YOUR ENTIRE STAFF THAT INTRODUCES THEM TO YOUR BIG GOAL, VISION, FOCUS, AND EXPECTATIONS. CANDIDATES ESTABLISH POSITIVE CLIMATE THROUGH AN ORGANIZATIONAL CULTURE THAT PROMOTES CRITICAL THINKING THROUGH ETHICAL BEHAVIORS.

PRESENTATION MUST HAVES

- VISUAL AIDS (E.G. SLIDE DECK, PREZI, HANDOUTS, ETC...)
- PRACTICE/ INTERACTIVE ACTIVITY

GUIDANCE

- GIVE YOUR STAFF CLEAR REASONS FOR YOUR VISION, FOCUS, AND EXPECTATIONS.
- GET YOUR STAFF DOING SOMETHING IMMEDIATELY - INSTRUCTION SHOULD ALLOW LEARNERS TO DISCOVER THINGS ON THEIR OWN (E.G. CASE STUDIES, ROLE PLAYS, SIMULATIONS, ETC...)
- EMPHASIZE PROCESS OVER CONTENT - ADULT LEARNING IS PROBLEM-CENTERED RATHER THAN CONTENT-ORIENTED; MAKE IT IMMEDIATELY RELEVANT TO THEIR WORK AND/ OR PERSONAL LIVES
- REMEMBER YOU ARE A FACILITATOR/ RESOURCE - REMEMBER THAT YOUR STAFF COMES WITH A WIDE VARIETY OF LEVELS OF EXPERIENCE; INCORPORATE THOSE BACKGROUNDS INTO YOUR PRESENTATION AND GIVE THEM OPPORTUNITIES TO DRAW UPON THEIR OWN SELF-CONCEPT.

STRUCTURE

- ENGAGEMENT ACTIVITY/ DO NOW
- EXPLORATION/ SEE IT
- EXPLANATION/ NAME IT
- EXTENSION/ DO IT
- ELABORATE/ EVALUATION

RUBRIC (VIA SCHOOLGY):

CRITERIA	GRADING SCALE			
BIG GOAL YOUR BIG GOAL IS CLEAR, AMBITIOUS, MEASURABLE, AND ATTAINABLE.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
VISION YOUR PRESENTATION CLEARLY DESCRIBES YOUR VISION.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
EXPECTATIONS YOUR EXPECTATIONS ARE CLEARLY DEFINED, ARE FOCUSED ON WHAT MATTERS MOST, ENGAGE ALL STAKEHOLDERS, AND CUT THROUGH THE CLUTTER.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT

CRITERIA	GRADING SCALE			
GOAL YOU CLEARLY EXPLAIN THE TOOL YOU ARE GOING TO USE TO MEET YOUR GOAL. YOU ANSWER THE QUESTION, "HOW?"	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT

ED 502:

VISION OF TEACHING & LEARNING: IMPROVEMENT OF INSTRUCTION & STUDENT ACHIEVEMENT

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00PM

CONTACT: *SCHOOLGY* MESSENGER

COURSE DESCRIPTION:

FOCUS ON IMPROVING STUDENT LEARNING OUTCOMES THROUGH THE IMPROVEMENT OF INSTRUCTION. THEORIES OF LEADERSHIP, ORGANIZATIONAL PRACTICES, AND DECISION MAKING WILL BE REVIEWED. VIEW THE LEADER IN A VARIETY OF ROLES AND IN VARIOUS CONTEXTS. THIS COURSE WILL PROVIDE CANDIDATES WITH BEST PRACTICES IN PURPOSEFUL PLANNING AND DATA-DRIVEN INSTRUCTION FROM HIGH-PERFORMING SCHOOLS SERVING HIGH-MINORITY AND HIGH-POVERTY STUDENT POPULATIONS AND COMMUNITIES.

CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE) ALIGNMENT:

STANDARD CATEGORY	ARTIFACT	MEASUREMENT TOOL
1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION EDUCATION LEADERS FACILITATE THE DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION OF LEARNING AND GROWTH OF ALL STUDENTS. 1A: DEVELOPING A STUDENT-CENTERED VISION OF TEACHING AND LEARNING 1B: DEVELOPING A SHARED VISION AND COMMUNITY COMMITMENT 1C: IMPLEMENTING THE VISION	PROFESSIONAL DEVELOPMENT – TRAINING (WITH DISTRICT INTERNS)	PD TRAINING RUBRIC
2: INSTRUCTIONAL LEADERSHIP EDUCATION LEADERS SHAPE A COLLABORATIVE CULTURE OF TEACHING AND LEARNING INFORMED BY PROFESSIONAL STANDARDS AND FOCUSED ON STUDENT AND PROFESSIONAL GROWTH. 2A: PERSONAL AND PROFESSIONAL LEARNING 2B: PROMOTING EFFECTIVE CURRICULUM, INSTRUCTION, AND ASSESSMENT 2C: SUPPORTING TEACHERS TO IMPROVE PRACTICE 2D: FEEDBACK ON INSTRUCTION	SCHOOL INSTRUCTION IMPROVEMENT PLAN	SCHOOL INSTRUCTION IMPROVEMENT PLAN RUBRIC

REQUIRED TEXTS:

- *READING/LANGUAGE ARTS FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS* (CALIFORNIA DEPARTMENT OF EDUCATION)
- *CLASSROOM INSTRUCTION THAT WORKS* (ROBERT J. MARZANO, ET AL)
- *THE ART AND SCIENCE OF TEACHING: A COMPREHENSIVE FRAMEWORK FOR EFFECTIVE INSTRUCTION* (ROBERT J. MARZANO)
- *EFFECTIVE SUPERVISION: SUPPORTING THE ART AND SCIENCE OF TEACHING* (ROBERT J. MARZANO AND JOHN L. BROWN)
- *INSTRUCTIONAL ROUNDS IN EDUCATION: A NETWORK APPROACH TO IMPROVING TEACHING AND LEARNING* (SARAH FIARMAN, RICHARD ELMORE, ET AL)
- *TEACH LIKE A CHAMPION: 49 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE* (DOUG LEMOV)
- *TEACHING AS LEADERSHIP: THE HIGHLY EFFECTIVE TEACHER'S GUIDE TO CLOSING THE ACHIEVEMENT GAP* (STEVEN FARR)
- *DRIVEN BY DATA: A PRACTICAL GUIDE TO IMPROVE INSTRUCTION* (PAUL BAMBRICK-SANTOYO)
- *DATA WISE: A STEP-BY-STEP GUIDE TO USING ASSESSMENT RESULTS TO IMPROVE TEACHING AND LEARNING* (KATHRYN PARKER BOUDET, ELIZABETH A. CITY, AND RICHARD MURNANE)
- *WRITING MEANINGFUL TEACHER EVALUATIONS – RIGHT NOW!! THE PRINCIPAL'S QUICK-START REFERENCE GUIDE* (CORNELIUS L. BARKER AND CLAUDETTER J. SEARCHWELL, 2010)

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
IV.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
V.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS <ul style="list-style-type: none"> a) RESPONDING TO BIAS b) A LEADERSHIP'S ROLE WITH EQUALITY AND EQUITY IN SCHOOLS • PROFESSIONAL DEVELOPMENT –TRAINING (WITH DISTRICT INTERNS) 	50
VI.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • SCHOOL INSTRUCTION IMPROVEMENT PLAN 	25
	TOTAL	100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. CURRENT TRENDS REFLECTIONS (*MEASURABLE ARTIFACT*)

CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

- DATA DRIVEN INSTRUCTION
- STANDARDS BASED MOVEMENT
- TEACHING LEADERSHIP
- TEACH LIKE A CHAMPION
- UNIVERSAL ACCESS
- UNDERSTANDING BY DESIGN

2. ADMIT/EXIT SLIPS (*PARTICIPATION AND COLLABORATION*)

ADMIT AND EXIT SLIPS ARE WRITTEN RESPONSES (VIA SCHOOLGY) PROMPTED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS. THESE INFORMAL ASSESSMENTS MEASURE UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (WORKSHOP MODEL).

3. ACTIVE CLASS PARTICIPATION ELEMENTS (*PARTICIPATION AND COLLABORATION*)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. PROFESSIONAL DISPOSITION CHECKLIST: (*PARTICIPATION AND COLLABORATION*)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. PROFESSIONAL DEVELOPMENT TRAINING: (*MEASURABLE ARTIFACT*)

CANDIDATES PLAN A TRAINING/PROFESSIONAL DEVELOPMENT AND IMPLEMENT DESIGN TO DISTRICT INTERN CANDIDATES. A FOLLOW-UP TOOL IS USED TO MEASURE CANDIDATES' PERFORMANCE OF PLANNING AND DELIVERY OF THE TRAINING. THE DATA IS USED TOWARD THE GROWTH AND DEVELOPMENT OF THE EDUCATIONAL LEADERSHIP PROJECT.

6. SCHOOL INSTRUCTION IMPROVEMENT PLAN (*COMPETENCY-BASED ARTIFACT*)

AS THE NEW LEADER OF A LOW PERFORMING SCHOOL, DELINEATE FIVE REALISTIC IDEAS THAT YOU WOULD IMPLEMENT TO RAISE ACADEMIC ACHIEVEMENT. PROVIDE A SOUND AND CONVINCING RATIONALE FOR EACH IDEA. WHAT METHODS WOULD YOU USE TO EVALUATE YOUR SCHOOL AND ITS PROGRAMS? DESCRIBE THE INSTRUCTIONAL AND LEARNING ENVIRONMENTS OF AN EFFECTIVE CLASSROOM. HOW WOULD YOU LEAD ALL OF YOUR

TEACHERS TO DEVELOP EFFECTIVE CLASSROOMS? IDENTIFY AND DESCRIBE ADMINISTRATIVE AND INSTRUCTIONAL APPLICATIONS OF MODERN TECHNOLOGY IN THE CLASSROOM. DESCRIBE HOW YOU WILL ENGAGE THE SCHOOL COMMUNITY (INCLUDING ALL STAKEHOLDERS) AROUND THE CHANGE PROCESS AND ITS RESULTS. DETERMINE AREAS OF SUCCESS AND AREAS OF IMPROVEMENT; IDENTIFY A COMMUNITY LEVEL NEED AND PLAN TO HELP SOLVE THE ISSUE, AND EXPLORE SOME OF THE STEREOTYPES AND BIASES TOWARD ONE GROUP IN THEIR COMMUNITY.

COURSE SESSIONS:

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
SESSION 1	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> ○ ANALYZE THE SYLLABUS, GOALS, AND EXPECTATIONS. ○ GAIN A STRONG UNDERSTANDING OF THE STANDARDS MOVEMENT IN CALIFORNIA AND PUBLIC SCHOOL ACCOUNTABILITY SYSTEMS. ○ DEVELOP AN AWARENESS AND OF HOW HIGHLY-EFFECTIVE INSTRUCTIONAL LEADERS ARE CLOSING ACHIEVEMENT GAPS. <p>AGENDA</p> <ul style="list-style-type: none"> ○ DO NOW ○ DISCUSSIONS ON CURRENT TRENDS ○ ANALYZE AND REVIEW SYLLABUS, MODULE GOALS & EXPECTATIONS ○ STANDARDS MOVEMENT IN CALIFORNIA AND ACCOUNTABILITY SYSTEMS: INTRODUCTION ○ EXIT TICKET 	<p><u>CURRENT TRENDS:</u></p> <ul style="list-style-type: none"> • DATA-DRIVEN INSTRUCTION HTTP://WWW.ASCD.ORG/ASCD-EXPRESS/VOL5/508-FENTON.ASPX • COMPLETE AT LEAST 5 ENTRIES IN YOUR DOUBLE-ENTRY JOURNAL FOR EACH ASSIGNED READING. <p><u>RESEARCH & DEVELOPMENT</u></p> <ul style="list-style-type: none"> • PLEASE BRING A COPY OF YOUR SCHOOL'S CURRICULUM PLAN (STANDARDS, ASSESSMENTS) TO OUR NEXT CLASS. • PLEASE READ IN YOUR SCHOOL'S INSTRUCTION IMPROVEMENT PLAN (OR SARC) THE DESCRIPTION OF YOUR CURRENT SCHOOL'S EDUCATIONAL PROGRAM. 	1A, 1C, 4A, 4B
SESSION 2	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> • GAIN A STRONG UNDERSTANDING OF THE STANDARDS MOVEMENT IN CALIFORNIA AND PUBLIC SCHOOL ACCOUNTABILITY SYSTEMS. • DEVELOP AN AWARENESS AND OF HOW HIGHLY-EFFECTIVE INSTRUCTIONAL LEADERS ARE CLOSING ACHIEVEMENT GAPS. 	<p><u>CURRENT TRENDS:</u></p> <ul style="list-style-type: none"> • WHAT THE STANDARDS-BASED MOVEMENT GOT WRONG HTTPS://WWW.EDWEEK.ORG/EW/ARTICLES/2017/11/29/WHAT-THE-STANDARDS-BASED-MOVEMENT-GOT-WRONG.HTML • COMPLETE AT LEAST 5 ENTRIES IN YOUR DOUBLE- 	1A, 1C, 4A, 4B

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	AGENDA <ul style="list-style-type: none"> ○ Do Now ○ DISCUSSION ON CURRENT TRENDS ○ STANDARDS MOVEMENT IN CALIFORNIA AND ACCOUNTABILITY SYSTEMS (PART 2) ○ ESTABLISHING INSTRUCTIONAL LEADERSHIP THROUGH THE FIVE PILLARS ○ DEVELOPING SCHOOL ACADEMIC CALENDAR AND BELL SCHEDULES ○ THE NEW 3 R'S: RELATIONSHIPS, RIGOR, RESULTS ○ LEADERSHIP FRAMEWORK ○ EXIT TICKET 	<p>ENTRY JOURNAL FOR EACH ASSIGNED READING.</p> <p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> • INDIVIDUALIZED LEADERSHIP IMPROVEMENT PLAN PART 2 • SCHOOL INSTRUCTION IMPROVEMENT PLAN 	
SESSION 3	DESCRIPTION CANDIDATES WILL... <ul style="list-style-type: none"> • DE-CONSTRUCT STANDARDS TO DEVELOP LEARNING OBJECTIVES. • UNDERSTAND THE IMPORTANCE AND PROCESS OF PURPOSEFUL PLANNING AGENDA <ul style="list-style-type: none"> ▪ Do Now ▪ INSTRUCTIONAL LEADERSHIP <ol style="list-style-type: none"> a. BACKWARD DESIGN: STANDARDS, ASSESSMENT, PLAN b. BENEFITS OF PURPOSEFUL PLANNING c. ESSENTIAL QUESTIONS d. DE-CONSTRUCTING STANDARDS e. STANDARDS TRACE f. BLOOM'S TAXONOMY g. MEASURABLE OBJECTIVES ○ EXIT TICKET - DO NOW ○ DISCUSSION ON CURRENT TRENDS ○ STANDARDS MOVEMENT IN CALIFORNIA AND ACCOUNTABILITY SYSTEMS (PART 2) ○ ESTABLISHING INSTRUCTIONAL LEADERSHIP THROUGH THE FIVE PILLARS 	<p>CURRENT TRENDS:</p> <ul style="list-style-type: none"> • UNDERSTANDING BY DESIGN: INTRODUCTION AND CHAPTER 1 • <u>REVIEW</u>: TEACHING AS LEADERSHIP: CHAPTER 3 • CLASSROOM INSTRUCTION THAT WORKS: CHAPTERS 9, 10, 11 & 12 • TEACH LIKE A CHAMPION: CHAPTERS 2, 3, 4, 8 & 9 • COMPLETE AT LEAST 5 ENTRIES IN YOUR DOUBLE-ENTRY JOURNAL FOR EACH ASSIGNED READING. <p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> • BRAINSTORMING OF ASSIGNED SCHOOL INSTRUCTION IMPROVEMENT PLAN 	1A, 1C, 4A, 4B

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	<ul style="list-style-type: none"> ○ DEVELOPING SCHOOL ACADEMIC CALENDAR AND BELL SCHEDULES ○ THE NEW 3 R'S: RELATIONSHIPS, RIGOR, RESULTS ○ LEADERSHIP FRAMEWORK ○ EXIT TICKET 		
SESSION 4	<p>CURRENT TRENDS</p> <p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> • KNOW HOW TO COMMUNICATE AND LEAD TEACHERS THROUGH THE PROCESS OF PURPOSEFUL PLANNING. <p>AGENDA</p> <ul style="list-style-type: none"> ○ DO NOW ○ DISCUSSION ON CURRENT TRENDS ○ INSTRUCTIONAL PLANNING – CURRICULUM MAPPING ○ EXIT TICKET 	<p>CURRENT TRENDS:</p> <ul style="list-style-type: none"> • <i>TEACHING AS LEADERSHIP:</i> CHAPTER 4, “EXECUTE EFFECTIVELY” • <i>TEACH LIKE A CHAMPION:</i> CHAPTERS 10, 11 & 12 • COMPLETE AT LEAST 5 ENTRIES IN YOUR DOUBLE-ENTRY JOURNAL FOR EACH ASSIGNED READING. <p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> • DRAFT OF ASSIGNED SCHOOL INSTRUCTION IMPROVEMENT PLAN 	1A, 1C, 4A, 4B
SESSION 5	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> • UNDERSTAND AND KNOW HOW TO MEET THE DIVERSE NEEDS OF ALL LEARNERS. • DEVELOP AND UTILIZE STANDARDS-BASED, ENGAGING LESSON PLANS AND INSTRUCTIONAL DELIVERY STRATEGIES <p>AGENDA</p> <ul style="list-style-type: none"> • DO NOW • DISCUSSION ON CURRENT TRENDS • INSTRUCTIONAL LEADERSHIP: INSTRUCTIONAL DELIVERY STRATEGIES & DIFFERENTIATION • SPECIAL POPULATIONS: <i>SPECIAL EDUCATION, ENGLISH LANGUAGE, STRUGGLING AND ADVANCED LEARNERS</i> • RTI²: RESPONSE TO INTERVENTION AND INSTRUCTION & PBIS • EXIT TICKET 	<p>CURRENT TRENDS:</p> <ul style="list-style-type: none"> • READING/LANGUAGE ARTS FRAMEWORK FOR CA PUBLIC SCHOOLS: CHAPTER 7, “UNIVERSAL ACCESS” • HOW TO DIFFERENTIATE INSTRUCTION IN MIXED-ABILITY CLASSROOMS (2ND ED.): FOREWORD, INTRODUCTION, CHAPTERS 1, 2, & 3 • PLEASE COMPLETE AT LEAST 5 ENTRIES IN YOUR DOUBLE-ENTRY JOURNAL FOR EACH ASSIGNED READING. <p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> • 2ND DRAFT OF ASSIGNED SCHOOL INSTRUCTION IMPROVEMENT PLAN 	1A, 1C, 4A, 4B

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
SESSION 6	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> OBSERVE STANDARDS-BASED MINI LESSONS USING INSTRUCTIONAL DELIVERY STRATEGIES TO MEET THE DIVERSE NEEDS OF ALL LEARNERS. GIVE AND RECEIVE FEEDBACK IN A RESPECTFUL AND POSITIVE MANNER USING THE DEMONSTRATION LESSON OBSERVATION RUBRIC. <p>AGENDA</p> <ul style="list-style-type: none"> Do Now DISCUSSION ON CURRENT TRENDS INSTRUCTIONAL DELIVERY STRATEGIES & DIFFERENTIATION SPECIAL EDUCATION ACHIEVEMENT-FOCUSED PARENT INVOLVEMENT INSTRUCTIONAL LEADERSHIP 	<p>CURRENT TRENDS:</p> <ul style="list-style-type: none"> <i>DRIVEN BY DATA:</i> INTRODUCTION, CHAPTERS 1, 2, 3, & 4 <p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> 3RD DRAFT OF ASSIGNED SCHOOL INSTRUCTION IMPROVEMENT PLAN 	1A, 1C, 4A, 4B
SESSION 7	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> PRESENT A STANDARDS-BASED MINI LESSON USING INSTRUCTIONAL DELIVERY STRATEGIES TO MEET THE DIVERSE NEEDS OF ALL LEARNERS. GIVE AND RECEIVE FEEDBACK IN A RESPECTFUL AND POSITIVE MANNER USING THE DEMONSTRATION LESSON OBSERVATION RUBRIC. UNDERSTAND THE POWER OF DATA-DRIVEN INSTRUCTION AS A STRATEGY FOR CLOSING ACHIEVEMENT GAPS. KNOW THE THREE TYPES OF ASSESSMENTS. EXAMINE RESEARCH-BASED THEORIES AND THEIR RELATIONSHIPS TO CURRICULUM, INSTRUCTION, AND ASSESSMENT. <p>AGENDA</p> <ul style="list-style-type: none"> Do Now INSTRUCTIONAL LEADERSHIP 	<p>CURRENT TRENDS:</p> <ul style="list-style-type: none"> READING/LANGUAGE ARTS FRAMEWORK FOR CA PUBLIC SCHOOLS: CHAPTER 7, "UNIVERSAL ACCESS" <p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> BRING A SAMPLE OF A SCORED CLASSROOM ASSESSMENT FROM ONE OF YOUR CLASSES. BRING IN EXAMPLES OF ENTRY-LEVEL, PROGRESS MONITORING, SUMMATIVE ASSESSMENTS YOU USE IN YOUR CLASSROOM. BRING YOUR LAPTOP COMPUTER FOR IN-CLASS RESEARCH PROJECT. 	1A, 1C, 4A, 4B

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	<ul style="list-style-type: none"> PRESENTATION: 20 MINUTES QUESTIONS/DISCUSSION/FEEDBACK: 10 MINUTES DISCUSSION ON CURRENT TRENDS 		
SESSION 8	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> BE ABLE TO USE AND INTERPRET A RANGE OF ASSESSMENTS. KNOW HOW TO USE COMPUTER APPLICATIONS TO MANIPULATE AND ANALYZE DATA AS A TOOL FOR <u>ASSESSING STUDENT LEARNING, INFORMING INSTRUCTION, MANAGING RECORDS, AND PROVIDING FEEDBACK TO STUDENTS AND THEIR PARENTS.</u> EXAMINE RESEARCH-BASED THEORIES AND THEIR RELATIONSHIPS TO CURRICULUM, INSTRUCTION, AND ASSESSMENT. UNDERSTAND THE RESOURCES TO IMPLEMENT DATA-DRIVEN INSTRUCTION. <p>AGENDA</p> <ul style="list-style-type: none"> Do Now <p>RESOURCES TO IMPLEMENT DATA DRIVEN INSTRUCTION</p> <ul style="list-style-type: none"> UNDERSTANDING ASSESSMENT ASSESSMENT RESOURCES STATE, DISTRICT, SCHOOL LEVEL TESTING AND ACCOUNTABILITY IN-CLASS RESEARCH PROJECT: COLLECT AND ANALYZE YOUR SCHOOL/DISTRICT ASSESSMENT RESULTS 	<p>CURRENT TRENDS:</p> <ul style="list-style-type: none"> <i>DRIVEN BY DATA: CHAPTER 5</i> READ CHAPTER 6 OF <i>READING/LANGUAGE ARTS FRAMEWORK (ASSESSMENT OF PROFICIENCY IN LANGUAGE ARTS)</i> PAGES: 252-253; 259-261 (AVAILABLE AT: HTTP://WWW.CDE.CA.GOV/CI/CR/CF/DOCUMENTS/RLAFW.PDF) <p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> BRING A SAMPLE OF A SCORED CLASSROOM ASSESSMENT FROM A CLASS FOR WHICH YOU GATHERED STUDENT INFORMATION. BRING IN EXAMPLES OF ENTRY-LEVEL, PROGRESS MONITORING, SUMMATIVE ASSESSMENTS YOU USE IN YOUR CLASSROOM. DATA COLLECTION, ANALYSIS, AND REFLECTION #1 (USE YOUR SCHOOL AND CLASSROOM STUDENT ACHIEVEMENT DATA). BRING DISTRICT//SCHOOL/DEPARTMENT ASSESSMENT CALENDAR/PACING GUIDE (IF PROVIDED TO YOU). 	1A, 1C, 4A, 4B
SESSION 9	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> USE AND INTERPRET STUDENT ASSESSMENT DATA FROM MULTIPLE MEASURES OF STUDENT ACADEMIC 	<p>CURRENT TRENDS:</p> <ul style="list-style-type: none"> READ <i>UNDERSTANDING BY DESIGN CHAPTER 7: THINKING LIKE AN ASSESSOR</i> (P146-171) 	1A, 1C, 4A, 4B

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	<p>PERFORMANCE TO INFORM INSTRUCTION.</p> <ul style="list-style-type: none"> • USE COMPUTER-BASED TECHNOLOGY FOR INFORMATION COLLECTION, ANALYSIS, AND MANAGEMENT IN THE INSTRUCTIONAL SETTING. • USE COMPUTER APPLICATIONS TO MANIPULATE AND ANALYZE DATA AS A TOOL FOR ASSESSING STUDENT LEARNING, INFORMING INSTRUCTION, MANAGING RECORDS, AND PROVIDING FEEDBACK TO STUDENTS AND THEIR PARENTS. <p>AGENDA</p> <ul style="list-style-type: none"> ▪ Do Now ▪ DISCUSSION ON CURRENT TRENDS <p>CLASSROOM DATA ANALYSIS</p> <ul style="list-style-type: none"> • TYPES OF ASSESSMENT • CLASSROOM DATA ANALYSIS 	<ul style="list-style-type: none"> • READ CHAPTER 9 OF <i>SWEATING THE SMALL STUFF</i> (PDF) • READ “ASSESSMENT” CHAPTER OF THE CA FRAMEWORK FOR MATHEMATICS OR FOR YOUR CONTENT AREA (AVAILABLE AT: HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP) 	
SESSION 10	<p>DESCRIPTION</p> <p>CANDIDATES WILL...</p> <ul style="list-style-type: none"> • KNOW HOW TO PLAN AND DIFFERENTIATE INSTRUCTION BASED ON STUDENT ASSESSMENT DATA AND DIVERSE LEARNING NEEDS OF THE FULL RANGE OF LEARNERS (E.G., STRUGGLING READERS, STUDENTS WITH SPECIAL NEEDS, ENGLISH LEARNERS, SPEAKERS OF NON-STANDARD ENGLISH, AND ADVANCED LEARNERS). • EXAMINE RESEARCH-BASED THEORIES AND THEIR RELATIONSHIPS TO CURRICULUM, INSTRUCTION, AND ASSESSMENT. • UNDERSTAND THE PURPOSES AND RELEVANT USES OF DIFFERENT TYPES OF ASSESSMENT, INCLUDING ENTRY-LEVEL, PROGRESS-MONITORING, 	<p><u>CURRENT TRENDS:</u></p> <ul style="list-style-type: none"> • READ <i>UNDERSTANDING BY DESIGN</i> CHAPTER 7: <i>THINKING LIKE AN ASSESSOR</i> (P146-171) • READ CHAPTER 9 OF <i>SWEATING THE SMALL STUFF</i> (PDF) • READ “ASSESSMENT” CHAPTER OF THE CA FRAMEWORK FOR MATHEMATICS OR FOR YOUR CONTENT AREA (AVAILABLE AT: HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP) <p><u>RESEARCH & DEVELOPMENT:</u></p> <ul style="list-style-type: none"> ▪ BRING PRINTED OR ELECTRONICALLY: <ul style="list-style-type: none"> ○ GUIDELINES ON ACADEMIC PREPARATION FOR STATE ASSESSMENTS 	1A, 1C, 4A, 4B

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	<p>AND SUMMATIVE ASSESSMENTS TO PLAN INSTRUCTION.</p> <ul style="list-style-type: none"> DEMONSTRATE AN UNDERSTANDING OF MULTIPLE MEASURES THAT CAN BE USED TO ASSESS STUDENTS' KNOWLEDGE, SKILLS, AND BEHAVIORS. <p>AGENDA</p> <ul style="list-style-type: none"> DO NOW DISCUSSION ON CURRENT TRENDS <p>DATA AND REFLECTION</p> <ul style="list-style-type: none"> THINKING LIKE AN ASSESSOR ASSESSMENT ANALYSIS AND/OR DEVELOPMENT CLASSROOM DATA ANALYSIS: ITEM ANALYSIS CURRICULUM MAPPING 	<ul style="list-style-type: none"> TESTING VARIATIONS, ACCOMMODATIONS & MODIFICATIONS <ul style="list-style-type: none"> 6-WEEK ACTION PLAN ASSESSMENT IMPLEMENTATION PLAN <ul style="list-style-type: none"> DATA COLLECTION, ANALYSIS, AND REFLECTION #2 (USE YOUR SCHOOL AND CLASSROOM STUDENT ACHIEVEMENT DATA). 	
SESSION 11	<p>DESCRIPTION</p> <p>CANDIDATES WILL...</p> <ul style="list-style-type: none"> PRESENT SCHOOL INSTRUCTION IMPROVEMENT PLAN SECTIONS THAT THEY HAVE DEVELOPED TO PROMOTE A STRONG EDUCATIONAL PROGRAM. GIVE AND RECEIVE FEEDBACK IN A RESPECTFUL AND POSITIVE MANNER <p>AGENDA</p> <ul style="list-style-type: none"> DO NOW DISCUSSION ON CURRENT TRENDS <p>PRESENTATIONS & DISCUSSIONS</p> <ul style="list-style-type: none"> PRESENTATION: 20 MINUTES - SCHOOL INSTRUCTION IMPROVEMENT PLAN QUESTIONS/DISCUSSION/FEEDBACK: 10 MINUTES CO-PLANNING/CO-TEACHING OBSERVATION/FEEDBACK (OWN SCHOOL AND HIGH-PERFORMING SCHOOLS) 		1A, 1C, 4A, 4B

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	<ul style="list-style-type: none"> DATA & REFLECTIONS – WALK-THROUGH OBSERVATIONS 		

ARTIFACTS & RUBRICS:

- COURSE: ED 502
- CAPEs: 2A, 2B, 2C, 2D

SCHOOL INSTRUCTION IMPROVEMENT PLAN:

- I. BRAINSTORMING
 1. PROFESSIONAL DEVELOPMENT TOPIC:
 2. **SEE IT:** HOW WILL YOU MODEL THE STRATEGY?
 3. **NAME IT:** WHAT ARE THE KEY ELEMENTS OF THE STRATEGY? HOW WILL YOU STAMP THEM?
 4. **DO IT:** HOW WILL TEACHERS PRACTICE THE STRATEGY?
- II. PROJECT
 - a. COMPLETE YOUR PROFESSIONAL DEVELOPMENT FOR YOUR FINAL PROJECT. YOU MAY CHOOSE TO FOCUS ON:
 - o CULTURE
 - o RIGOR AND STUDENT CENTERED CLASSROOMS
 - o SPECIAL EDUCATION
 - o OTHER (SPECIFY BASED ON YOUR PROJECT.)

RUBRIC (VIA SCHOOLGY):

CRITERIA	GRADING SCALE			
PROFESSIONAL PROFESSIONAL DEVELOPMENT IS WELL PREPARED AND CLEARLY PRACTICED.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
SEE IT PROFESSIONAL DEVELOPMENT CLEARLY GIVES PARTICIPANTS AN OPPORTUNITY TO SEE THE MODEL.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
NAME IT PROFESSIONAL DEVELOPMENT CLEARLY NAMES THE CRITERIA FOR SUCCESS.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
DO IT PROFESSIONAL DEVELOPMENT PROVIDES OPPORTUNITY FOR PARTICIPANTS TO PRACTICE AND RECEIVE FEEDBACK	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
PLANNING PLANNING DOCUMENT IS DETAILED AND COMPLETE	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT

PRESENTATION EVALUATION FORM

NAME OF ASC PRESENTER(S): _____ TOPIC: _____

PRESENTATION EFFECTIVENESS CRITERIA

<i>TO WHAT EXTENT DID THE PRESENTATION REPRESENT THE FOLLOWING FEATURES?</i>	YES	NO	NEUTRAL	N/A	COMMENTS
1. PURPOSE (OF TOPIC) COMMUNICATED CLEARLY					
2. PRESENTER WAS ENGAGING					
3. PRESENTER EXHIBITED A GOOD UNDERSTANDING OF TOPIC					
4. PRESENTER WAS WELL-PREPARED					
5. PRESENTER SPOKE CLEARLY/EFFECTIVELY					
6. EFFECTIVE USE OF TIME					
7. EFFECTIVE USE OF AUDIO VISUAL AIDS/HANDOUTS					
8. PRESENTER RESPONDED EFFECTIVELY TO AUDIENCE QUESTIONS AND COMMENTS					
9. PRESENTER REFERENCED SOUND PEDAGOGY AND/OR RESEARCH TO SUPPORT PRESENTATION					

*PLEASE SEE QUESTIONS ON BACK TO →

WHAT DID YOU LIKE MOST ABOUT THE PRESENTATION?

10. HOW MIGHT YOU APPLY OR IMPLEMENT ANY OF THE INFORMATION LEARNED FROM THE PRESENTATION?

SUGGEST FOR IMPROVEMENT NOT LISTED ABOVE?

11.

ADDITIONAL FEEDBACK/COMMENTS:

THANK YOU!

ED 503

FIELD EXPERIENCES

INSTRUCTOR: _____
DATES OF COURSE: _____
CLASS MEETING TIME: 5:00 – 9:00PM
CONTACT: *SCHOOLGY* MESSENGER

COURSE DESCRIPTION:

FIELD EXPERIENCE

CANDIDATES WILL ENGAGE IN RELEVANT FIELD EXPERIENCES AT THEIR OWN SCHOOL SITE AS THEY DEVELOP AN ACTION RESEARCH PLAN. PARTNERS WILL FACILITATE OPPORTUNITIES TO PROMOTE COMMUNITIES OF PRACTICE AND ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS TO PROMOTE STUDENT SUCCESS. CANDIDATES WILL COLLECT AND ANALYZE DATA ON STUDENT PERFORMANCE, SCHOOL CULTURE, AND DEMOGRAPHICS GUIDED BY THE CALAPA STANDARDS AND THEIR ACTION RESEARCH PROJECTS. COACHES WILL GUIDE THE COGNITIVE RHETORIC FOR EFFECTIVELY FACILITATING THE ANALYSIS AND REVISIONS OF EXISTING CURRICULUM, CONTENT STANDARDS, AND PEDAGOGICAL STRATEGIES.

CATEGORY III: FIELD EXPERIENCES IN THE PROGRAM:

STANDARD CATEGORY	MEASUREMENT TOOL
PROGRAM STANDARD 7: NATURE OF FIELD EXPERIENCES IN THE ADMINISTRATIVE SERVICES PREPARATION PROGRAM, CANDIDATES PARTICIPATE IN PRACTICAL FIELD EXPERIENCES THAT ARE DESIGNED TO FACILITATE THE APPLICATION OF THEORETICAL CONCEPTS IN AUTHENTIC SETTINGS. EACH CANDIDATE IS INTRODUCED TO THE MAJOR DUTIES AND RESPONSIBILITIES AUTHORIZED BY THE ADMINISTRATIVE SERVICES CREDENTIAL AS ARTICULATED IN THE <i>PERFORMANCE EXPECTATIONS (CAPEs)</i> . FIELD EXPERIENCES INCLUDE A VARIETY OF DIVERSE AND REALISTIC SETTINGS BOTH IN THE DAY-TO-DAY FUNCTIONS OF ADMINISTRATORS AND IN LONG-TERM POLICY DESIGN AND IMPLEMENTATION.	LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION CANDIDATE ASSESSMENT RUBRIC PROFESSIONAL DISPOSITIONS CHECKLIST

STANDARD CATEGORY	MEASUREMENT TOOL
PROGRAM STANDARD 8: GUIDANCE, ASSISTANCE AND FEEDBACK THE ADMINISTRATIVE SERVICES PREPARATION PROGRAM SPONSOR HAS AN EFFECTIVE SYSTEM BY WHICH THE CANDIDATE'S PERFORMANCE IS GUIDED, ASSISTED, AND EVALUATED IN EACH FIELD EXPERIENCE. IN THIS SYSTEM, AT LEAST ONE FIELD/CLINICAL SUPERVISOR AND AT LEAST ONE PROGRAM SUPERVISOR PROVIDE COMPLETE, ACCURATE, AND TIMELY FEEDBACK TO THE CANDIDATE, INCLUDING CONSTRUCTIVE SUGGESTIONS FOR IMPROVEMENT.	LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION CANDIDATE ASSESSMENT RUBRIC CANDIDATE SELF-ASSESSMENT RUBRIC PROGRAM EVALUATION – COACH PROFESSIONAL DISPOSITIONS CHECKLIST

CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE) ALIGNMENT:

STANDARD CATEGORY	MEASUREMENT TOOL
1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION (1A, 1B, 1C) 2: INSTRUCTIONAL LEADERSHIP (2A, 2B, 2C, 2D) 3: MANAGEMENT AND LEARNING ENVIRONMENT (3A, 3B, 3C) 4: FAMILY AND COMMUNITY ENGAGEMENT (4A, 4B) 5: ETHICS AND INTEGRITY (5A, 5B, 5C) 6: EXTERNAL CONTEXT AND POLICY (6A, 6B)	LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION CANDIDATE ASSESSMENT RUBRIC CANDIDATE SELF-ASSESSMENT RUBRIC PROGRAM EVALUATION – COACH PROFESSIONAL DISPOSITIONS CHECKLIST

RECOMMENDED TEXTS:

EFFECTIVE SUPERVISION: SUPPORTING THE ART AND SCIENCE OF TEACHING (ROBERT J. MARZANO AND JOHN L. BROWN)

WRITING MEANINGFUL TEACHER EVALUATIONS – RIGHT NOW!! THE PRINCIPAL'S QUICK-START REFERENCE GUIDE (CORNELIUS L. BARKER AND CLAUDETTER J. SEARCHWELL, 2010)

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

TOOLS	%
REFLECTIVE PRACTITIONER <ul style="list-style-type: none"> CANDIDATE SELF-ASSESSMENT RUBRIC PROFESSIONAL DISPOSITION CHECKLIST 	25
COACH ADMINISTERED <ul style="list-style-type: none"> LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION CANDIDATE ASSESSMENT RUBRIC PROFESSIONAL DISPOSITION CHECKLIST 	50
PROGRAM EVALUATION <ul style="list-style-type: none"> PROGRAM EVALUATION – COACH 	25
TOTAL	100

DESCRIPTION OF FIELD EXPERIENCE TOOLS:

1. **PROFESSIONAL DISPOSITION CHECKLIST:**
DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEADERSHIP EXPERIENCES, AND PARTICIPATE IN COLLABORATION AND POSITIVE COLLEGIABILITY. DEMONSTRATE A PROMOTION TO CULTIVATE A SAFE AND PRODUCTIVE LEARNING AND WORKING ENVIRONMENT.
2. **CANDIDATE SELF-ASSESSMENT RUBRIC:**
REFLECTIVE PRACTICE AND CRITICALLY REFLECTIVE PRACTICE ARE ADDRESSED THROUGH A SELF-REFLECTIVE ASSESSMENT. THIS PRACTICE WILL DEVELOP SKILLS NEEDED TO BECOME A LIFE-LONG LEARNER.
3. **LEADERSHIP PRACTICE TOOL:**
COACH-ASSESSED TOOL MONITORING THE PROMOTION OF STUDENT-CENTERED ENVIRONMENTS, SHARED VISION, COMMUNITY INVOLVEMENT, EFFECTIVE INSTRUCTION, AND ETHICAL DECISION-MAKING FROM THE CANDIDATE.
4. **CANDIDATE ASSESSMENT RUBRIC:**
COACH-ASSESSED TOOL MEASURING PROFESSIONALISM, TECHNOLOGY SKILLS, KNOWLEDGE OF STANDARDS, AND REFLECTIVE PRACTICE.
5. **PROGRAM EVALUATION - COACH:**
CANDIDATE ASSESSMENT OF PROGRAM USING AN EVALUATION TOOL THAT MEASURES THE REQUIREMENTS OF THE COACH TO EFFECTIVELY MEET THE NEEDS OF THE CANDIDATES. MEASURES THE DEVELOPING OF A GROWTH-FOSTERING RELATIONSHIP BETWEEN THE COACH AND THE LEADER TO BRING ABOUT TRANSFORMATIONAL CHANGE.

SUGGESTED SUPERVISION CALENDAR:

MONTH	SUGGESTED SUPERVISORY ACTIVITIES
SEPTEMBER	<ul style="list-style-type: none"> - FORMAL OBSERVATION (DISPOSITION CHECKLIST AND CANDIDATE ASSESSMENT RUBRIC) - INFORMAL COLLABORATION
OCTOBER	<ul style="list-style-type: none"> - INFORMAL COLLABORATION - CANDIDATE SELF-ASSESSMENT
NOVEMBER	<ul style="list-style-type: none"> - FORMAL OBSERVATION (DISPOSITION CHECKLIST AND CANDIDATE ASSESSMENT RUBRIC)
DECEMBER	<ul style="list-style-type: none"> - LEADERSHIP PRACTICE TOOL - INFORMAL COLLABORATION
JANUARY	<ul style="list-style-type: none"> - FORMAL OBSERVATION (DISPOSITION CHECKLIST AND CANDIDATE ASSESSMENT RUBRIC)
FEBRUARY	<ul style="list-style-type: none"> - INFORMAL COLLABORATION
MARCH	<ul style="list-style-type: none"> - FORMAL OBSERVATION (DISPOSITION CHECKLIST AND CANDIDATE ASSESSMENT RUBRIC)
APRIL	<ul style="list-style-type: none"> - INFORMAL COLLABORATION
MAY	<ul style="list-style-type: none"> - LEADERSHIP PRACTICE TOOL
JUNE	<ul style="list-style-type: none"> - CANDIDATE SELF-ASSESSMENT - PROGRAM EVALUATION – COACH

FIELD EXPERIENCE – DISPOSITIONS CHECKLIST*
PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE
 REQUIRED: INSTRUCTOR, SUPERVISOR, AND STUDENT (SELF-REFLECTION)

ASC CANDIDATE: _____ DATE: _____

THESE ATTRIBUTES AND CHARACTERISTICS ARE GROUNDED IN FSE'S CONCEPTUAL FRAMEWORK WHICH STRIVES TO HELP CANDIDATES DEVELOP THE DISPOSITIONS OF FAIRNESS AND EQUITY, A BELIEF THAT ALL STUDENTS CAN LEARN, AND ETHICAL BEHAVIOR.

* MODIFIED FROM THE UNIVERSITY OF TAMPA: *DISPOSITIONS ASSESSMENT IN TEACHER EDUCATION: DEVELOPING AN ASSESSMENT INSTRUMENT FOR THE COLLEGE CLASSROOM AND THE FIELD*

CHARACTERISTICS MAY INCLUDE:

<p>DEMONSTRATES PROFESSIONALISM</p> <ul style="list-style-type: none"> ▪ RESPONDS TO EMAILS PROMPTLY ▪ EXHIBITS PUNCTUALITY INCLUDING OPEN HOUSES, FACULTY MEETINGS, ETC... ▪ EXHIBITS REGULAR ATTENDANCE INCLUDING OPEN HOUSES, FACULTY MEETINGS, ETC... ▪ MAINTAINS PROFESSIONALISM AS PER THE CALIFORNIA OF ETHICS ▪ PROMPT IN MEETING REQUIREMENTS ▪ PROMOTE CONFIDENTIALITY AND STUDENT ANONYMITY ▪ APPEARS IN A PROFESSIONAL MANNER IN COMPLIANCE TO SCHOOL DRESS CODE <div style="border: 1px solid black; padding: 5px; text-align: center;"> 1 2 3 4 </div>	<p>DEMONSTRATES A POSITIVE AND ENTHUSIASTIC ATTITUDE</p> <ul style="list-style-type: none"> ▪ GOES ABOVE AND BEYOND MINIMUM REQUIREMENTS ▪ SEEKS SOLUTIONS TO PROBLEMS AND/OR CONCERNS ▪ ENCOURAGES STUDENTS, PEERS, STAFF, PARENT(S)/GUARDIAN(S), ▪ HAS HIGH EXPECTATIONS FOR ALL STUDENTS ▪ MODELS DESIRED BEHAVIORS ▪ WILLING TO IMPLEMENT NEW INSTRUCTIONAL STRATEGIES ▪ OPENLY AND ACTIVELY ENGAGED WITH STUDENTS, STAFF, PARENTS/GUARDIANS AND COMMUNITY MEMBERS ▪ DEMONSTRATES A POSITIVE PROMOTION OF THE SCHOOL'S VISION AND MISSION ▪ PROMOTES POSITIVE CULTURAL SENSITIVITY <div style="border: 1px solid black; padding: 5px; text-align: center;"> 1 2 3 4 </div>
<p>DEMONSTRATES EFFECTIVE ORAL COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> ▪ CAN USE LANGUAGE CONFIDENTLY TO EXPRESS IDEAS ▪ VARIES ORAL COMMUNICATION TO ENGAGE STUDENTS, STAFF, PARENT(S)/GUARDIAN(S), ▪ MODELS APPROPRIATE LANGUAGE ▪ COMMUNICATES EFFECTIVELY AND APPROPRIATELY ▪ FACILITATES COMMUNICATION ▪ RESPECT, PROMOTE, AND INCORPORATE STUDENTS' FIRST LANGUAGE ▪ ARTICULATE <div style="border: 1px solid black; padding: 5px; text-align: center;"> 1 2 3 4 </div>	<p>DEMONSTRATES EFFECTIVE WRITTEN COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> ▪ COMMUNICATES WITH PARENT(S)/GUARDIAN(S), SUPERVISORS, AND PEERS RESPECTFULLY ▪ DEMONSTRATES GOOD WRITING STRATEGIES TO INCLUDE CORRECT SPELLING AND GRAMMAR ▪ EFFECTIVELY COMMUNICATES IDEAS IN WRITTEN FORM ▪ DEMONSTRATES PROFESSIONALISM WHEN COMMUNICATING VIA EMAILS ▪ DISTINGUISHES THE NEED FOR FORMAL AND INFORMAL WRITING STYLES ▪ AWARE OF THE PARENT(S)/GUARDIAN(S) IN REGARD TO FIRST LANGUAGE WHEN COMMUNICATING IN WRITTEN FORM (EX: NEWSLETTERS, PERMISSION SLIPS, ETC...) <div style="border: 1px solid black; padding: 5px; text-align: center;"> 1 2 3 4 </div>
<p>EXHIBITS AN APPRECIATION AND VALUE FOR DIVERSITY</p> <ul style="list-style-type: none"> ▪ APPROACHES DIVERSITY WITH A POSITIVE ATTITUDE ▪ EMBRACES ALL DIVERSITIES/DIFFERENCES TO INCLUDE RACIAL, SES, AND LEARNING STYLES ▪ DOES NOT USE STEREOTYPES AND AVOIDS BIASES AND PREJUDICES ▪ CREATES A "SAFE CLIMATE" WHERE ALL CULTURES ARE ACCEPTED ▪ DIFFERENTIATES INSTRUCTION BASED ON LEARNERS' NEEDS ▪ IMPLEMENTS LESSONS THAT TARGET DIVERSITY ACCEPTANCE AND AWARENESS ▪ KNOWS STUDENTS' LEARNING STYLES AND BACKGROUNDS ▪ PROMOTES A POSITIVE SCHOOL CLIMATE <div style="border: 1px solid black; padding: 5px; text-align: center;"> 1 2 3 4 </div>	<p>IS PREPARED TO <u>TEACH</u> AND LEARN</p> <ul style="list-style-type: none"> ▪ ACCEPTS CONSTRUCTIVE CRITICISM AND COGNITIVE COACHING FROM COACH ▪ MODIFIES LEADERSHIP PERFORMANCE ACCORDINGLY AFTER CONSTRUCTIVE CRITICISM ▪ DRAWS FROM A VARIETY OF RESOURCES AND INSTRUCTIONAL STRATEGIES ▪ DEMONSTRATES KNOWLEDGE OF STATE STANDARDS AND COMMON CORE STANDARDS ▪ REFLECTS ON DATA; INFORMED BY DATA ▪ ARRIVES TO CLASS PLANNED AND PREPARED ▪ SEEKS NEW KNOWLEDGE ▪ WORKS INDEPENDENTLY OR COLLABORATIVELY <div style="border: 1px solid black; padding: 5px; text-align: center;"> 1 2 3 4 </div>

FIELD EXPERIENCE – DISPOSITIONS CHECKLIST* PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE <small>REQUIRED: INSTRUCTOR, SUPERVISOR, AND STUDENT (SELF-REFLECTION)</small>	
COLLABORATES EFFECTIVELY WITH PEERS AND PROFESSORS <ul style="list-style-type: none"> ▪ SEEKS PARENT(S)/GUARDIAN(S), PARTICIPATION ▪ COLLABORATES WELL WITH OTHERS ▪ ENGAGES IN FRIENDLY DIALOGUE ▪ UNDERSTAND HIERARCHY BETWEEN FACULTY AND STUDENTS ▪ COORDINATES REGULARLY WITH PEERS, MENTOR, TEACHERS, AND SUPERVISOR ▪ WILLINGNESS TO SHARE SUCCESSFUL TEACHING STRATEGIES ▪ HELPS FACILITATE AND IMPROVE EFFECTIVE COMMUNICATION DURING CLASSROOM INTERACTIONS <div style="text-align: center; border: 1px solid black; width: 100px; margin: 0 auto;"> 1 2 3 4 </div>	IS A REFLECTIVE PRACTITIONER <ul style="list-style-type: none"> ▪ TAKES INITIATIVE TO FIND SOLUTIONS AND SOLVE PROBLEMS ▪ USES DATA TO IMPROVE INSTRUCTION AND/OR TO MODIFY LESSON "IN PROGRESS" WHEN NEEDED ▪ TAKES ACCOUNTABILITY FOR ACTIONS ▪ GOES ABOVE AND BEYOND MINIMUM REQUIREMENTS ▪ WORKS AND HANDLES RESPONSIBILITIES INDEPENDENTLY; IMPROVISES WHEN NEEDED ▪ IDENTIFIES AREAS FOR GROWTH ▪ SOLICITS FEEDBACK AND MAKES IMPROVEMENTS <div style="text-align: center; border: 1px solid black; width: 100px; margin: 0 auto;"> 1 2 3 4 </div>
EXHIBITS THE ABILITY TO PROMOTE GOALS AND A POSITIVE ENVIRONMENT <ul style="list-style-type: none"> ▪ DEMONSTRATES APPROPRIATE SELF-REGULATION WHEN DISCUSSING SENSITIVE ISSUES ▪ DOES NOT BRING PERSONAL PROBLEMS TO CLASS ▪ DOES NOT OVERREACT TO CRITICISM ▪ SENSITIVE TO THE FEELINGS OF OTHERS ▪ MANAGES HIGH-DEMAND TASKS WELL ▪ MANAGES MULTIPLE TASKS WELL ▪ DOES NOT ALWAYS APPEAR TOO BUSY OR STRESSED ▪ ACCEPTS CONSTRUCTIVE CRITICISM FROM SUPERVISOR, MENTOR, AND PEERS <div style="text-align: center; border: 1px solid black; width: 100px; margin: 0 auto;"> 1 2 3 4 </div>	EXHIBITS RESPECT FOR SUPERVISORS, MENTORS, PARENT(S)/GUARDIAN(S), ADMINISTRATORS, AND STUDENTS <ul style="list-style-type: none"> ▪ REFRAINS FROM DEROGATORY VERBIAGE AND REMAINS PROFESSIONAL AT ALL TIMES ▪ USES DIPLOMACY ▪ ADDRESSES PEOPLE APPROPRIATELY ▪ LISTENS TO SUPERVISORS, MENTORS, PARENT(S)/GUARDIAN(S), ADMINISTRATORS, AND STUDENTS ▪ KEEPS MEETING APPOINTMENTS ▪ DOES NOT USE ELECTRONIC DEVICES OF ANY TYPE IN/DURING CLASS ▪ MAINTAINS A RESPECTFUL TONE AT ALL TIMES ▪ DOES NOT EXHIBIT A SENSE OF ENTITLEMENT <div style="text-align: center; border: 1px solid black; width: 100px; margin: 0 auto;"> 1 2 3 4 </div>

SCALE: (MAXIMUM = 40 MINIMUM = 10)

4-POINT SCALE	DESCRIPTION	TOTAL POINTS EACH SECTION
4	EXEMPLARY	8
3	ACCEPTABLE	6-7
2	NEEDS REMEDIATION CONFERENCE WITH INSTRUCTOR	4-5
1	UNACCEPTABLE. FURTHER ACTION MAY BE TAKEN, WHICH MAY INCLUDE A PROFESSIONAL GROWTH PLAN	0-3

- ✓ IF 1 OR MORE AREAS ARE ISSUED A SCALE RATING OF **1**, A *PROFESSIONAL GROWTH PLAN* MUST BE DEVELOPED.
- ✓ IF 2 OR MORE AREAS ARE ISSUED A SCALE RATING OF **2**, A *PROFESSIONAL GROWTH PLAN* MUST BE DEVELOPED.

DISPOSITION:	POINTS (1-4)	✓ AREA(S) NEEDING PGP
DEMONSTRATES PROFESSIONALISM		
DEMONSTRATES A POSITIVE AND ENTHUSIASTIC ATTITUDE		
DEMONSTRATES EFFECTIVE ORAL COMMUNICATION SKILLS		
DEMONSTRATES EFFECTIVE WRITTEN COMMUNICATION SKILLS		
EXHIBITS AN APPRECIATION AND VALUE FOR DIVERSITY		
IS PREPARED TO LEARN		
COLLABORATE EFFECTIVELY WITH PEERS AND PROFESSORS		
IS A REFLECTIVE PRACTITIONER		
EXHIBITS THE EMOTIONAL INTELLIGENCE TO PROMOTE GOALS		
EXHIBITS RESPECT FOR PEERS AND PROFESSORS		

* 28 OR BELOW = *PROFESSIONAL GROWTH PLAN*

TOTAL:

* 29 = REMEDIATION CONFERENCE WITH INSTRUCTOR/COORDINATOR

ASC CANDIDATE _____ DATE _____

SUPERVISING COACH _____ DATE _____

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM FORTUNE SCHOOL OF EDUCATION

PROGRAM EVALUATION - COACH NAME OF COACH: _____				
1 = DOES NOT MEET STANDARD 2 = APPROACHES STANDARD 3 = MEETS STANDARD 4 = EXCEEDS STANDARD				
COACH USED THE LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR AND FACILITATED DISCOURSE FOR MEANING REFLECTION. TOOL: LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION	1	2	3	4
MAKES AND KEEPS REGULAR APPOINTMENTS WITH CANDIDATES, MEETING IN-PERSON OR OTHER APPROPRIATE MEANS A MINIMUM OF ONCE PER MONTH. TOOL: CANDIDATE ASSESSMENT RUBRIC	1	2	3	4
USES REFLECTIVE CONVERSATION AND THE COGNITIVE COACHING MODEL TO HELP CANDIDATE GROW PROFESSIONALLY. TOOL: LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION TOOL: CANDIDATE ASSESSMENT RUBRIC	1	2	3	4
PROVIDES FEEDBACK THAT IS EVIDENCE BASED. TOOL: LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION TOOL: CANDIDATE ASSESSMENT RUBRIC	1	2	3	4
DEMONSTRATES UNDERSTANDING OF CURRENT LEADERSHIP STANDARDS AND EFFECTIVE PRACTICES. TOOL: LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION TOOL: CANDIDATE ASSESSMENT RUBRIC TOOL: CANDIDATE SELF-ASSESSMENT RUBRIC	1	2	3	4
ASSESSES LEADERSHIP PRACTICE BASED ON EDUCATIONAL LEADERSHIP PROJECT. TOOL: CANDIDATE SELF-ASSESSMENT RUBRIC	1	2	3	4

FIELD EXPERIENCE TOOLS:

CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE) ALIGNMENT

STANDARD CATEGORY	MEASUREMENT TOOL
1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION (1A, 1B, 1C) 2: INSTRUCTIONAL LEADERSHIP (2A, 2B, 2C, 2D) 3: MANAGEMENT AND LEARNING ENVIRONMENT (3A, 3B, 3C) 4: FAMILY AND COMMUNITY ENGAGEMENT (4A, 4B) 5: ETHICS AND INTEGRITY (5A, 5B, 5C) 6: EXTERNAL CONTEXT AND POLICY (6A, 6B)	LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION CANDIDATE ASSESSMENT RUBRIC CANDIDATE SELF-ASSESSMENT RUBRIC PROGRAM EVALUATION – COACH (SEE RESOURCE) PROFESSIONAL DISPOSITIONS CHECKLIST (SEE RESOURCE)

LEADERSHIP PRACTICE TOOL (VIA SCHOOLGY):

CRITERIA	GRADING SCALE			
DEVELOPING A STUDENT-CENTERED VISION OF TEACHING AND LEARNING; ETHICAL DECISION-MAKING THE CANDIDATE FACILITATES THE PROMOTION OF THE SCHOOL COMMUNITY TOWARDS IMPLEMENTATION OF THE VISION.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
DEVELOPING A SHARED VISION AND COMMUNITY COMMITMENT THE CANDIDATE WORKS COLLABORATIVELY WITH MEMBERS OF THE SCHOOL COMMUNITY TO DEVELOP A SHARED COMMITMENT TO THE ACHIEVEMENT OF THE SCHOOL'S VISION.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
IMPLEMENTING THE VISION; ETHICAL ACTION THE CANDIDATE EXAMINES AND RESPONDS TO EQUITY ISSUES RELATED TO RACE, DIVERSITY, AND ACCESS IN ORDER TO HELP THE SCHOOL ACHIEVE THE MISSION AND VISION.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT

CRITERIA	GRADING SCALE			
PROMOTING EFFECTIVE CURRICULUM, INSTRUCTION, AND ASSESSMENT THE CANDIDATE IS KNOWLEDGEABLE ABOUT COMMON CORE AND THE APPROPRIATE PEDAGOGICAL SKILLS FOR TEACHING THE CONTENT OF THE STANDARDS TO K-12 STUDENTS.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
SUPPORTING TEACHERS TO IMPROVE PRACTICE; FEEDBACK ON INSTRUCTION THE CANDIDATE ANALYZES EVIDENCE OF TEACHER EFFECTIVENESS BASED ON STUDENT WORK AND STUDENT LEARNING OUTCOMES.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
DEVELOPING A STUDENT-CENTERED VISION OF TEACHING AND LEARNING; PROMOTING EFFECTIVE CURRICULUM, INSTRUCTION, AND ASSESSMENT; ETHICAL DECISION-MAKING; ETHICAL ACTION THE CANDIDATE UNDERSTANDS HOW CLASSROOM STRUCTURES, SCHOOL AND CLASS SCHEDULING, AND GROUPING PRACTICES AFFECT STUDENT LEARNING	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
PROMOTING POSITIVE CLIMATE THE CANDIDATE BUILDS TRUST AND PROVIDES OPPORTUNITIES FOR SHARED AND DISTRIBUTED LEADERSHIP AMONG ALL MEMBERS OF THE SCHOOL COMMUNITY.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
PARENT AND FAMILY ENGAGEMENT; COMMUNITY INVOLVEMENT THE CANDIDATE COMMUNICATES THE SCHOOL'S IMPROVEMENT GOALS TO STUDENTS, TEACHERS, PARENT(S)/GUARDIAN(S), AND THE COMMUNITY AND ENGAGES IN ONGOING DIALOGUE WITH ALL MEMBERS OF THE SCHOOL COMMUNITY ABOUT PROGRESS TOWARDS MEETING THE GOALS.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT

ETHICAL DECISION-MAKING; PROMOTING EFFECTIVE CURRICULUM, INSTRUCTION, AND ASSESSMENT THE CANDIDATE USES TECHNOLOGY EFFECTIVELY TO HELP SUPPORT AND MANAGE THE SCHOOL GROWTH AND IMPROVEMENT PROCESSES.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT
SUPPORTING TEACHERS TO IMPROVE PRACTICE THE CANDIDATE HAS A VOICE REGARDING MANAGING ORGANIZATIONAL SYSTEMS AND HUMAN RESOURCES AND/OR INCLUDING THE BUDGET.	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 NEEDS IMPROVEMENT

TOTAL PTS: 40

CANDIDATE ASSESSMENT (VIA SCHOOLGY):

CRITERIA	GRADING SCALE			
PROFESSIONALISM	4	3	2	1
CANDIDATE ATTENDS ALL REQUIRED TRAININGS AND MEETINGS, FULLY PARTICIPATES, AND SEARCHES FOR ADDITIONAL PROFESSIONAL DEVELOPMENT TO IMPROVE SKILLS AND/OR KNOWLEDGE BASE.	EXEMPLIFIES STANDARD	MEETS STANDARD	APPROACHES STANDARD	DOES NOT MEET STANDARD
	CANDIDATE SCHEDULES TIME TO ATTEND REQUIRED TRAININGS AND MEETINGS; ACTIVELY ENGAGES, SHARES AND REFLECTS WITH OTHER CANDIDATES TO GAIN INSIGHTS REGARDING GUIDING CANDIDATES, ACTIVELY SEEKS OPPORTUNITIES FOR OTHER PROFESSIONAL DEVELOPMENT.	CANDIDATE ATTENDS MOST ALL OF THE MEETINGS AND TRAININGS, ENGAGES IN REFLECTIVE INTERACTIONS WITH FELLOW CANDIDATES ABOUT ISSUES CONCERNING PARTICIPATING CANDIDATES.	CANDIDATE ATTENDS SOME, BUT NOT ALL, OF THE REQUIRED TRAININGS AND MEETINGS AND HAS SOME INTERACTION WITH OTHER CANDIDATES REGARDING CURRENT ISSUES.	CANDIDATE ATTENDS NONE OR VERY FEW OF THE REQUIRED TRAININGS AND DOES NOT INTERACT WITH OTHER COACHES.

CRITERIA	GRADING SCALE			
TECHNOLOGY CANDIDATE UTILIZES TECHNOLOGY FOR LEARNING AND DATA COLLECTION.	4 EXEMPLIFIES STANDARD CANDIDATE IS PURPOSEFUL IN UTILIZING INFORMATION AGE LEARNING AND TECHNOLOGY TO ENHANCE LEARNING AND DATA COLLECTION; PROMOTES TECHNOLOGY AS WELL.	3 MEETS STANDARD CANDIDATE OFTEN UTILIZES INFORMATION AGE LEARNING AND TECHNOLOGY TO ENHANCE LEARNING AND DATA COLLECTION.	2 APPROACHES STANDARD CANDIDATE HAS THE ABILITY TO UTILIZE INFORMATION AGE LEARNING AND TECHNOLOGY WHEN ASKED.	1 DOES NOT MEET STANDARD CANDIDATE'S ABILITY TO UTILIZE INFORMATION AGE LEARNING AND TECHNOLOGY IS NOT EVIDENT. THE CANDIDATE TAKES LITTLE OR NO INITIATIVE TO LEARN IN THESE AREAS.
KNOWLEDGE OF CONTENT CONTENT OF INDEPENDENT PROJECT PEDAGOGY AND PROGRAM STANDARDS	4 EXEMPLIFIES STANDARD CANDIDATE DEMONSTRATES IN DEPTH UNDERSTANDING OF CONTENT, PEDAGOGY AND LEADERSHIP STANDARDS; ACTIVELY INTERPRETS HOW THE CONTENT CAN BE PUT INTO PRACTICE AND ENGAGES IN CONVERSATIONS TO SUPPORT DEEPER UNDERSTANDING	3 MEETS STANDARD CANDIDATE DEMONSTRATES A SOLID UNDERSTANDING OF CONTENT, PEDAGOGY AND LEADERSHIP STANDARDS; OCCASIONALLY INTERPRETS HOW THE CONTENT CAN BE PUT INTO PRACTICE.	2 APPROACHES STANDARD CANDIDATE DEMONSTRATES A RANGE OF UNDERSTANDING OF CONTENT, PEDAGOGY AND LEADERSHIP STANDARDS; UNINTENTIONALLY INTERPRETS HOW THE CONTENT CAN BE PUT INTO PRACTICE.	1 DOES NOT MEET STANDARD CANDIDATE DOES NOT DEMONSTRATE AN UNDERSTANDING OF CONTENT OR PEDAGOGY, ALTHOUGH THEY MAY ACTUALLY POSSESS IT.

CRITERIA	GRADING SCALE			
REFLECTIVE PRACTITIONER CANDIDATE REFLECTS ON OWN PRACTICES AND USES REFLECTIVE (LEARNING FOCUSED) CONVERSATION TO GROW PROFESSIONALLY.	4 EXEMPLIFIES STANDARD CANDIDATE INITIATES CONVERSATIONS THAT SUPPORT INDEPENDENT DECISION MAKING; PRACTICES CONTINUOUS REFLECTION AND COLLABORATIVE PROBLEM SOLVING.	3 MEETS STANDARD CANDIDATE IS COMFORTABLE WITH REFLECTIVE/LEARNING FOCUSED LANGUAGE BUT MAY NOT INITIATE CONVERSATION; USES REFLECTIVE CONVERSATIONS IN A POSITIVE WAY ON THEIR OWN PRACTICE; SUGGESTS STRATEGIES THAT ASSIST IN PROBLEM SOLVING.	2 APPROACHES STANDARD CANDIDATE IS OBSERVANT DURING CONVERSATIONS AND RESPONDS WITH APPROPRIATE REFLECTIVE STATEMENTS. CANDIDATE IS USUALLY GUIDED IN SOLVING OWN PROBLEMS RATHER THAN INITIATING PROBLEM-SOLVING.	1 DOES NOT MEET STANDARD CANDIDATE DOES NOT ACTIVELY PRACTICE REFLECTIVE CONVERSATION AND IS NOT YET COMFORTABLE WITH THE USE OF REFLECTIVE CONVERSATION; NEEDS REFLECTIVE PROMPTS.

TOTAL PTS: 16

SELF-ASSESSMENT (VIA SCHOOLGY):

CRITERIA	GRADING SCALE			
PROFESSIONALISM CANDIDATE ATTENDS ALL REQUIRED TRAININGS AND MEETINGS, FULLY PARTICIPATES, AND SEARCHES FOR ADDITIONAL PROFESSIONAL DEVELOPMENT TO IMPROVE SKILLS AND/OR KNOWLEDGE BASE.	4 EXEMPLIFIES STANDARD CANDIDATE SCHEDULES TIME TO ATTEND REQUIRED TRAININGS AND MEETINGS; ACTIVELY ENGAGES, SHARES AND REFLECTS WITH OTHER CANDIDATES TO GAIN INSIGHTS REGARDING GUIDING CANDIDATES, ACTIVELY SEEKS OPPORTUNITIES FOR OTHER	3 MEETS STANDARD CANDIDATE ATTENDS MOST ALL OF THE MEETINGS AND TRAININGS, ENGAGES IN REFLECTIVE INTERACTIONS WITH FELLOW CANDIDATES ABOUT ISSUES CONCERNING PARTICIPATING CANDIDATES.	2 APPROACHES STANDARD CANDIDATE ATTENDS SOME, BUT NOT ALL, OF THE REQUIRED TRAININGS AND MEETINGS AND HAS SOME INTERACTION WITH OTHER CANDIDATES REGARDING CURRENT ISSUES.	1 DOES NOT MEET STANDARD CANDIDATE ATTENDS NONE OR VERY FEW OF THE REQUIRED TRAININGS AND DOES NOT INTERACT WITH OTHER COACHES.

CRITERIA	GRADING SCALE			
	PROFESSIONAL DEVELOPMENT.			
TECHNOLOGY CANDIDATE UTILIZES TECHNOLOGY FOR LEARNING AND DATA COLLECTION.	4 EXEMPLIFIES STANDARD CANDIDATE IS PURPOSEFUL IN UTILIZING INFORMATION AGE LEARNING AND TECHNOLOGY TO ENHANCE LEARNING AND DATA COLLECTION; PROMOTES TECHNOLOGY AS WELL.	3 MEETS STANDARD CANDIDATE OFTEN UTILIZES INFORMATION AGE LEARNING AND TECHNOLOGY TO ENHANCE LEARNING AND DATA COLLECTION.	2 APPROACHES STANDARD CANDIDATE HAS THE ABILITY TO UTILIZE INFORMATION AGE LEARNING AND TECHNOLOGY WHEN ASKED.	1 DOES NOT MEET STANDARD CANDIDATE'S ABILITY TO UTILIZE INFORMATION AGE LEARNING AND TECHNOLOGY IS NOT EVIDENT. THE CANDIDATE TAKES LITTLE OR NO INITIATIVE TO LEARN IN THESE AREAS.
KNOWLEDGE OF CONTENT CONTENT OF INDEPENDENT PROJECT PEDAGOGY AND PROGRAM STANDARDS	4 EXEMPLIFIES STANDARD CANDIDATE DEMONSTRATES IN DEPTH UNDERSTANDING OF CONTENT, PEDAGOGY AND LEADERSHIP STANDARDS; ACTIVELY INTERPRETS HOW THE CONTENT CAN BE PUT INTO PRACTICE AND ENGAGES IN CONVERSATIONS TO SUPPORT DEEPER UNDERSTANDING	3 MEETS STANDARD CANDIDATE DEMONSTRATES A SOLID UNDERSTANDING OF CONTENT, PEDAGOGY AND LEADERSHIP STANDARDS; OCCASIONALLY INTERPRETS HOW THE CONTENT CAN BE PUT INTO PRACTICE.	2 APPROACHES STANDARD CANDIDATE DEMONSTRATES A RANGE OF UNDERSTANDING OF CONTENT, PEDAGOGY AND LEADERSHIP STANDARDS; UNINTENTIONALLY INTERPRETS HOW THE CONTENT CAN BE PUT INTO PRACTICE.	1 DOES NOT MEET STANDARD CANDIDATE DOES NOT DEMONSTRATE AN UNDERSTANDING OF CONTENT OR PEDAGOGY, ALTHOUGH THEY MAY ACTUALLY POSSESS IT.

CRITERIA	GRADING SCALE			
REFLECTIVE PRACTITIONER CANDIDATE REFLECTS ON OWN PRACTICES AND USES REFLECTIVE (LEARNING FOCUSED) CONVERSATION TO GROW PROFESSIONALLY.	4 EXEMPLIFIES STANDARD	3 MEETS STANDARD	2 APPROACHES STANDARD	1 DOES NOT MEET STANDARD
	CANDIDATE INITIATES CONVERSATIONS THAT SUPPORT INDEPENDENT DECISION MAKING; PRACTICES CONTINUOUS REFLECTION AND COLLABORATIVE PROBLEM SOLVING.	CANDIDATE IS COMFORTABLE WITH REFLECTIVE/LEARNING FOCUSED LANGUAGE BUT MAY NOT INITIATE CONVERSATION; USES REFLECTIVE CONVERSATIONS IN A POSITIVE WAY ON THEIR OWN PRACTICE; SUGGESTS STRATEGIES THAT ASSIST IN PROBLEM SOLVING.	CANDIDATE IS OBSERVANT DURING CONVERSATIONS AND RESPONDS WITH APPROPRIATE REFLECTIVE STATEMENTS. CANDIDATE IS USUALLY GUIDED IN SOLVING OWN PROBLEMS RATHER THAN INITIATING PROBLEM-SOLVING.	CANDIDATE DOES NOT ACTIVELY PRACTICE REFLECTIVE CONVERSATION AND IS NOT YET COMFORTABLE WITH THE USE OF REFLECTIVE CONVERSATION; NEEDS REFLECTIVE PROMPTS.

TOTAL PTS: 16

ED 504

EDUCATIONAL LEADERSHIP: HUMAN & ECONOMIC RESOURCES

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00PM

CONTACT: SCHOOLGY MESSENGER

COURSE DESCRIPTION:

EMPOWERING SCHOOL LEADER CANDIDATES THROUGH THEORIES, CONCEPTS, AND APPLICATIONS FOR THE DEVELOPMENT AND MANAGEMENT OF HUMAN AND ECONOMIC RESOURCES. REVIEW FUNDING SOURCES AT STATE AND LOCAL LEVELS. PARTICIPATE IN DEVELOPING AND IMPLEMENTING EFFECTIVE PERSONNEL POLICIES. TO INCREASE STUDENT LEARNING OUTCOMES THROUGH THE LEVERAGING OF HUMAN AND ECONOMIC RESOURCES. THIS COURSE WILL PROVIDE CANDIDATES WITH MANAGEMENT STRATEGIES FOR ALL COMMUNITIES INCLUDING HIGH-PERFORMING SCHOOLS SERVING HIGH-MINORITY AND HIGH-POVERTY STUDENT POPULATIONS AND COMMUNITIES.

CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE) ALIGNMENT:

STANDARD CATEGORY	ARTIFACT	MEASUREMENT TOOL
3: MANAGEMENT AND LEARNING ENVIRONMENT EDUCATION LEADERS MANAGE THE ORGANIZATION TO CULTIVATE A SAFE AND PRODUCTIVE LEARNING AND WORKING ENVIRONMENT. 3A: OPERATIONS AND RESOURCE MANAGEMENT 3B: MANAGING ORGANIZATIONAL SYSTEMS AND HUMAN RESOURCES 3C: MANAGING THE SCHOOL BUDGET	BUDGET PLAN FOR EDUCATION LEADERSHIP PROJECT	EDUCATIONAL LEADERSHIP PROJECT RUBRIC -BUDGET RUBRIC
4: FAMILY AND COMMUNITY ENGAGEMENT EDUCATION LEADERS COLLABORATE WITH FAMILIES AND OTHER STAKEHOLDERS TO ADDRESS DIVERSE STUDENT AND COMMUNITY INTERESTS AND MOBILIZE COMMUNITY RESOURCES. 4A: PARENT AND FAMILY ENGAGEMENT 4B: COMMUNITY INVOLVEMENT	PROFESSIONAL LEARNING COMMUNITY TO ADDRESS PARENT/GUARDIAN AND COMMUNITY INVOLVEMENT TOPICS	PLC RUBRIC

REQUIRED TEXT/RESOURCES:

- LOCAL CONTROL FUNDING FORMULA OVERVIEW [HTTPS://WWW.CDE.CA.GOV/FG/AA/LC/LCFFOVERVIEW.ASP](https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp)
- GOOD TO GREAT (JIM COLLINS)
- EMPLOYEE HANDBOOK

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
VII.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
VIII.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS 	25
IX.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • BUDGET PLAN FOR EDUCATIONAL LEADERSHIP PROJECT • PROFESSIONAL LEARNING COMMUNITY 	25 25
	TOTAL	100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND CURRENT TRENDS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. CURRENT TRENDS REFLECTIONS/ARTIFACTS (MEASURABLE ARTIFACT)

CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

- LOCAL CONTROL FUNDING FORMULA
- GOOD TO GREAT
- EMPLOYEE HANDBOOK

2. ADMIT/EXIT SLIPS (PARTICIPATION AND COLLABORATION)

ADMIT AND EXIT SLIPS ARE WRITTEN RESPONSES (VIA SCHOOLGY) PROMPTED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS. THESE INFORMAL ASSESSMENTS MEASURE UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (WORKSHOP MODEL).

3. ACTIVE CLASS PARTICIPATION ELEMENTS (PARTICIPATION AND COLLABORATION)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. **PROFESSIONAL DISPOSITION CHECKLIST:** (*PARTICIPATION AND COLLABORATION*)
DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.
5. **BUDGET PLAN FOR EDUCATIONAL LEADERSHIP PLAN** (*COMPETENCY-BASED ARTIFACT*)
REVIEW A SCHOOL BUDGET AND ANALYZE FUNDING AND PROCESS FOR UTILIZING THE FUNDS. CREATE A BUDGET PLAN FOR INDIVIDUALIZED EDUCATIONAL LEADERSHIP PLAN.
6. **PROFESSIONAL LEARNING COMMUNITY** (*COMPETENCY-BASED ARTIFACT*)
PARTICIPATE IN AN ONLINE PLC VIA THE LMS, *SCHOOLGY*. CANDIDATES WILL BE GIVEN SCENARIOS INVOLVING POWER STRUGGLES AND ANALYZING CASE STUDIES TO DISCUSS ALTERNATIVE STRATEGIES. SCENARIOS AND CASE STUDIES WILL INVOLVE UNPROFESSIONAL AND RELEVANT TOPICS CONCERNING STAFF MEMBERS; SCENARIOS INVOLVING THE MISUSE OF POSITIONAL POWER; SCENARIO FOR ESTABLISHING RESOURCES TO SUPPORT FAMILIES AND OPPORTUNITIES TO INVOLVE THE COMMUNITY.

COURSE SESSIONS:

SESSION	TOPIC	PRE-READING & SESSION DESCRIPTION	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
SESSION 1	STEP BACK, MOVE FORWARD WITH PURPOSE	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> ANALYZE THE MODULE D (HUMAN & ECONOMIC RESOURCES) COURSE SYLLABI, GOALS, AND EXPECTATIONS. DEVELOP AN AWARENESS OF CALIFORNIA PUBLIC SCHOOL FINANCE HISTORY. <p>AGENDA</p> <ul style="list-style-type: none"> DO NOW REVIEW AND ANALYZE MODULE D COURSE SYLLABI, GOALS & EXPECTATIONS 	<p>CURRENT TRENDS</p> <ul style="list-style-type: none"> LOCAL CONTROL FUNDING FORMULA OVERVIEW LOCAL CONTROL FUNDING FORMULA FREQUENTLY ASKED QUESTIONS 	1A, 1B, 1C, 4A, 4B

SESSION	TOPIC	PRE-READING & SESSION DESCRIPTION	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
		<ul style="list-style-type: none"> STEP BACK: SCHOOL FINANCE: PRE-TEST AND HISTORY <i>FIRST TO WORST: HISTORY OF CALIFORNIA PUBLIC EDUCATION</i>: VIEWING GUIDE MOVING FORWARD: LOCAL CONTROL FUNDING FORMULA EXIT TICKET 		
SESSION 2	SCHOOL FINANCE	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> GAIN A STRONG UNDERSTANDING OF THE BUILDING BLOCKS FOR DEVELOPING A CALIFORNIA PUBLIC SCHOOL BUDGET DEVELOP AN AWARENESS OF HOW HIGHLY-EFFECTIVE INSTRUCTIONAL LEADERS ARE LEVERAGING FISCAL RESOURCES TO SUPPORT STUDENT ACHIEVEMENT AND CLOSE LEARNING GAPS. <p>AGENDA</p> <ul style="list-style-type: none"> DO NOW THE ABC'S OF SCHOOL FINANCE EXIT TICKET 	<p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> GATHER DATA ON RATES OF PAY FOR YOUR STAFFING/PROGRAM MATERIALS 	1A, 1B, 1C, 4A, 4B
SESSION 3	BUDGET-BUILDING WORKSHOP FOR YOUR PROJECT	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> UTILIZE THEIR UNDERSTANDING OF SCHOOL FINANCE TO BUILD A BUDGET FOR THEIR SPECIFIC SCHOOL PROJECT. <p>AGENDA</p> <ul style="list-style-type: none"> DO NOW 	<p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> FINALIZE YOUR BUDGET AND PRACTICE PRESENTATION 	1A, 1B, 1C, 4A, 4B

SESSION	TOPIC	PRE-READING & SESSION DESCRIPTION	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
		<ul style="list-style-type: none"> BUILD A BUDGET WORKSHOP 		
SESSION 4	BUDGET PRESENTATIONS	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> PRESENT AND DEFEND RESPECTIVE BUDGET. <p>AGENDA</p> <ul style="list-style-type: none"> DO NOW BUDGET PRESENTATIONS: DEFEND YOUR BUDGET EXIT TICKET 	<p>CURRENT TRENDS</p> <ul style="list-style-type: none"> GOOD TO GREAT: CHAPTER 3, "FIRST WHO, THEN WHAT" EMPLOYEE HANDBOOK <p>PLEASE COMPLETE AT LEAST 5 ENTRIES IN YOUR DOUBLE-ENTRY JOURNAL FOR EACH ASSIGNED READING.</p> <p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> A COPY OF YOUR SCHOOL'S EMPLOYEE HANDBOOK. FSE EMPLOYEE HANDBOOK 	1A, 1B, 1C, 4A, 4B
SESSION 5	HUMAN RESOURCES 101	<p>DESCRIPTION CANDIDATES WILL...</p> <ul style="list-style-type: none"> UNDERSTAND THE FUNCTIONS OF THE HUMAN RESOURCES DEPARTMENT IN A SCHOOL SETTING. DEVELOP AN AWARENESS OF HOW HIGHLY-EFFECTIVE INSTRUCTIONAL LEADERS ARE LEVERAGING HUMAN RESOURCES FUNCTIONS/SUPPORT TO CLOSE STUDENT ACHIEVEMENT GAPS. <p>AGENDA</p> <ul style="list-style-type: none"> DO NOW 	<p>CURRENT TRENDS</p> <ul style="list-style-type: none"> REVIEW EMPLOYEE HANDBOOK <p>RESEARCH & DEVELOPMENT:</p> <ul style="list-style-type: none"> A COPY OF YOUR SCHOOL'S EMPLOYEE HANDBOOK FOR OUR NEXT CLASS. FSE EMPLOYEE HANDBOOK – REVIEW – COMPLETE 5 	1A, 1B, 1C, 4A, 4B

SESSION	TOPIC	PRE-READING & SESSION DESCRIPTION	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
		<ul style="list-style-type: none"> REVIEW PRACTICUM REQUIREMENTS HUMAN RESOURCES 101 <ul style="list-style-type: none"> WHAT ARE THE FUNCTIONS OF HUMAN RESOURCES? HOW DO YOU ESTABLISH A HR DEPARTMENT? READING DISCUSSION – <i>GOOD TO GREAT</i> CHAPTER 3, “FIRST WHO, THEN WHAT” WHAT IS AN ORI NUMBER? TEACHER AND STAFF HIRING: PROCESS, PROCEDURES, AND PITFALLS TEACHER CREDENTIALING & ASSIGNMENTS: “GET THE RIGHT PEOPLE IN THE RIGHT SEATS” TEACHER & STAFF EVALUATION: <i>SCHOOL LEADERS’ TOOLBOX</i> <i>RECRUITMENT</i>: SALARY GUIDE, JOB DESCRIPTION, JOB ANNOUNCEMENTS/POSTINGS <i>SELECTION/INTERVIEW</i>: DO’S AND DON’TS OF INTERVIEWING, READING THE CANDIDATES WORDS & BODY LANGUAGE, DEMO LESSONS MOCK TEACHER/STAFF INTERVIEWS WORKSHOP: WRITE A JOB DESCRIPTION EXIT TICKET 	DOUBLE ENTRY JOURNALS <ul style="list-style-type: none"> WRITE A JOB DESCRIPTION 	
SESSION 6	HUMAN RESOURCES	DESCRIPTION CANDIDATES WILL... <ul style="list-style-type: none"> DISCUSS THE CRUCIAL ROLE OF HUMAN RESOURCES. 		1A, 1B, 1C, 4A, 4B

SESSION	TOPIC	PRE-READING & SESSION DESCRIPTION	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
		<ul style="list-style-type: none"> DEVELOP AN EMPLOYEE HANDBOOK. AGENDA <ul style="list-style-type: none"> Do Now DISCUSSION ON CURRENT TRENDS: EMPLOYEE HANDBOOK HIGHLIGHTS HUMAN RESOURCES SELECTION PROCESS: OFFER LETTER VS. CONTRACT, AT-WILL OR TENURE, CHECKING REFERENCES WORKSHOP: DEVELOP AN EMPLOYEE HANDBOOK 		
SESSION 7	HUMAN RESOURCES	DESCRIPTION CANDIDATES WILL... <ul style="list-style-type: none"> UNDERSTAND THE RIGHTS OF EMPLOYEES. CONTINUE DEVELOPMENT OF EMPLOYEE HANDBOOK AND PRESENTATION. AGENDA <ul style="list-style-type: none"> Do Now HUMAN RESOURCES <ul style="list-style-type: none"> RIGHTS OF EMPLOYEES: UNIFORM COMPLAINT PROCEDURES AND DISPUTE RESOLUTION PROCESS, NON-HARASSMENT POLICIES WORKSHOP: DEVELOP AN EMPLOYEE HANDBOOK/PRESENTATION 		1A, 1B, 1C, 4A, 4B
SESSION 8		DESCRIPTION CANDIDATES WILL... <ul style="list-style-type: none"> DELIVER AND OBSERVE EMPLOYEE HANDBOOK PRESENTATIONS. 		1A, 1B, 1C, 4A, 4B

SESSION	TOPIC	PRE-READING & SESSION DESCRIPTION	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
		<ul style="list-style-type: none"> GIVE AND RECEIVE FEEDBACK IN A RESPECTFUL MANNER. AGENDA <ul style="list-style-type: none"> PRESENTATIONS 		

BUDGET PROJECT EXAMPLE:

SLP Course 504
Budget Project

Fortune School of Education provides a School Leadership Program. This program is offered to both Fortune School employees as well as candidates from other charter schools interested in pursuing their Administrative Service Credential.

For the next cohort, Fortune anticipates serving 6 participants. The tuition is \$7,500 per participant and two slots are offered on a scholarship basis at no cost.

Tuition Revenue	$\$7,500 \times 4 = 30,000$
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Personnel Assumptions:

Fortune school operates on a fiscal year - July 1 through June 30

Fortune School of Education will hire one full-time faculty member who will devote 10% of his/her time to coordinating the School Leadership Program and will facilitate/teach the following courses - Program Orientation, Educational Leadership Project Seminar, Practicum, and Module G

This person will be hired on August 16th and will earn an annual salary of \$60,000 per year.

He/she will participate in both the medical benefits and the 403(b) plan.

The monthly premium for medical and dental for this person plus their spouse and child is \$1,074. They have elected to contribute 4% of their salary to the 403(b) plan.

Below are relevant excerpts from the employee handbook and 403(b) Plan Highlights document regarding eligibility for the medical insurance and the retirement plan:

$$\begin{array}{r}
 5,000 / \text{mo} \times 10 \text{ S} = \\
 \$52,500 \\
 \times .10 \\
 \hline
 5,250
 \end{array}$$

$$\begin{array}{l}
 \text{begins in Oct} \quad 1,074 \times 9 = 9,666 \times .10 = 967
 \end{array}$$

Medical Insurance

Eligible full-time and part-time regular employees who are scheduled to work 30 or more hours each week may enroll in a single, a single plus one dependent or a family contract on the first of the month following 30 days of employment.

Rex and Margaret Fortune School of Education 403(b) Retirement Plan

What is a 403(b) plan? It is a deferred compensation plan offered to employees of non-profit and educational organizations. It allows for either pre-tax or Roth contributions. Your account will grow either tax deferred or tax free. (See the SPD - summary plan description – for full details.)

Who can participate? For employee salary deferral contributions, an employee that regularly works 20 hours per week or more. For the employer Safe Harbor matching contribution, you must be age 21 and have completed 1 year of service (1,000 hours worked).

When may I join? For employee salary deferral contributions, you may join the plan upon your date of hire if you meet the eligibility requirements. For the employer Safe Harbor matching contribution, you may join our plan during any quarterly open enrollment period after meeting the above eligibility requirements.

How do I contribute? Through payroll deductions up to the 2014 annual limit of \$17,500. These contributions are tax deductible and will grow tax deferred. However, you may also elect to have all or part of your contributions counted as Roth contributions. Roth contributions are not tax deductible but grow tax free. You may roll existing accounts (Pension, IRA, 457 Govt. plans, 401(k) and TSA) into your 403(b) account.

Am I allowed to make catch-up contributions? Yes, if you are age 50 or above you may contribute up to \$5,500 over the annual \$17,500 limit (2014). Therefore your maximum contribution would be \$23,000.

May I stop or change my contributions? You may stop contributing at any time. You may only change or re-start your contributions during open enrollment each quarter.

Rex and Margaret Fortune School of Education can contribute to the plan in two ways:

1. The School will make a safe harbor matching contribution of 100% of your contribution up to 4%.
2. The School may also make a profit sharing contribution to all eligible employees that are employed on the last day of the plan year (June 30).

The remaining coursework will be taught by adjunct faculty at a rate of \$51.50 per course hour.

Applicable tax rates are as follows:

Social Security	6.2%
Medicare	1.45%
Worker's Compensation	1.95%

Full-Time Faculty Salary	5,250	✓
Social Security Tax	326	✓
Medicare Tax	76	✓
Worker's Compensation	102	✓
Health Benefits	947	✓
Employer Match - 403(b) Plan	0	
Total Cost	6,721	✓

Adjunct Faculty Salary	6,309	✓
Social Security Tax	391	✓
Medicare Tax	91	✓
Worker's Compensation	123	✓
Health Benefits	0	✓
Employer Match - 403(b) Plan	0	✓
Total Cost	6,914	✓

Facilities Assumptions:

Classes are held in Fortune School of Education's leased home office space. Below is an excerpt from the building lease regarding Non-Business Hours use of services. The building hours are 6 am to 6 pm. After hours HVAC is billed at \$25 per hour.

(c) Tenant acknowledges and agrees that Tenant's use of the Premises during Non-Business Hours imposes additional burden on the Project's janitorial services, fluorescent light tubes, HVAC and electrical services, and the Project Common Areas. Accordingly, Non-Business Hours use of services will be made available to Tenant through an access or override switch accessible to Tenant from the Premises and will be billed as an after hours rent assessment. After hours use will be metered and such costs will be payable by Tenant to Landlord upon demand.

	\$ 2,875 ✓
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Travel Assumptions:

A: One instructor who teaches three nights of the Module A course travels here from Southern California. The flights are booked in advance at \$79 each way and each visit requires an overnight stay at \$150 per night. Lyft charges are \$40 per trip. Dinner is \$20 per visit and breakfast is \$8 per visit

Flights	79 x 6	\$474 ✓
Lyft rides	40 x 3	120 ✓
Hotel	150 x 3	450 ✓
Meals	28 x 3	84 ✓
Total		1,128

B: All students and one faculty member will tour a model school in Southern California. This will be a one day trip. The flights are booked in advance at \$79 each way and each participant will submit reimbursement requests for airport parking at \$17 per day. Lunch will be provided at \$15 per person. Two economy cars will be rented for transportation at \$30 per day each.

Flights	$79 \times 2 \times 7$	1,106	✓
Airport parking	17×7	119	✓
Car rental	2×30	60	✓
Meals	15×7	105	✓
Total		1,390	

Food:

Pizza, salad and soda are provided at the orientation meeting by a local company that delivers the food. There are a total of 20 people expected to attend the orientation including current and past participants, faculty, and the President/CEO of Fortune School of Education. The cost of the food is \$7 per person.

Catering	7×20	140	✓
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Student Information System:

Fortune School of Education utilized Schoology for its adult student information system. Coursework and materials are posted here eliminating the need for textbooks and printing and reproduction costs. The licensing fee is \$10 per student.

SIS licensing cost	10×6	\$60	✓
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Budget

Revenue

Tuition \$ 30,000

Expenses

Salaries \$ 11,559

Employment Taxes \$ 884

Worker's Compensation \$ 225

Health Benefits \$ 967

Retirement Benefits \$ 0

Airfare \$ 1,580

Transportation \$ 180

Hotel \$ 450

Parking \$ 119

Meals (travel) \$ 189

Catering \$ 140

Licensing Cost \$ 60

Facilities Assumption 2,875

Total Expenses \$ 19,228

**Total Revenue Over
(Under) Expense**

\$ 10,772



San Jose, CA 95128
408.281.1100

2500 Cowling (Silicon Valley) #100
San Jose, CA 95128
fortune@fseal.org

816.021.8633 tel
816.021.8604 fax

ASC Program 2017-2018 Instructional Sequence & Course Schedule

Fortune School's Administrative Services Credential (ASC) candidates complete their coursework through a 1-year program that is fully accredited by the California Commission on Teacher Credentialing through sponsorship of Mt. Diablo Unified School District. The ASC field-based/practicum design provides opportunities for candidates to learn and apply skills in conjunction with the natural progression of a school year. This program design also allows candidates to participate in a variety of authentic leadership experiences, emulating the day-to-day functions of highly-effective School Leaders.

The Instructional Sequence & Course Schedule below describes the required coursework and field experiences. Classes will meet weekly on Monday (5:00 pm – 9:00 pm); in the case of a holiday on Monday, classes will meet on Thursday.

ASC Program: Coursework and Field Experience
ED 501: <i>Diverse Learning Communities: Political Cultural & Social Implications</i>
ED 501P Practicum: <i>Diverse Learning Communities</i>
ED 502: <i>Vision of Teaching & Learning: Improvement of Instruction & Student Achievement</i>
ED 502P Practicum: <i>Vision of Teaching & Learning</i>
ED 503P Practicum: <i>School & Classroom Observations</i>
ED 504: <i>Educational Leadership: Human & Economic Resources</i>
ED 504P Practicum: <i>Human & Economic Resources</i>
ED 505: <i>Legal Framework & Personal Ethics</i>
ED 505P Practicum: <i>Legal Framework & Personal Ethics</i>
ED 506: <i>Organizational Management & School Governance</i>
ED 506P Practicum: <i>Organizational Management & School Governance</i>
ED 507: <i>Culminating Experience: Final Presentation of Charter Petition or School Design Plan</i>

2017-2018 Meeting Dates	Course/Practicum	Role of Candidate at School Site
September 7 1N	PROGRAM ORIENTATION 5:00 – 7:00 pm	
September 11, 18, 25 October 2, 9, 16	ED 501/501P (Module A) School Culture 21 hours ✓	Candidate works with administrators and staff to intake new students; sets the social and academic climate; finalizes master schedule; establishes class lists.
October 23 December 7 March 8 May 31	Educational Leadership Project Seminar (ELPS)	Candidate works with administrators, staff, and students as needed to complete his/her approved Educational Leadership Project.
October 30 November 6, 13, 27 December 4, 11 January 4, 8	ED 502/502P (Module B) Instructional Leadership 31.5 hours ✓	Candidate works with administrators and teachers to assess students; uses data to inform class placements; identify additional resources for students.
NOVEMBER / DECEMBER PRACTICUM	ED 503P (Module C) Co-planning/Co-teaching Observation/Feedback Data & Reflections	Candidate works with administrators to assess student and staff performance; uses data to evaluate student and teacher performance; makes recommendations for improvement.
January 18, 22, 29 February 5, 15, 22, 26	ED 504/504P (Module D) School Finance & Human Resources 28 hours ✓	Candidate works with administrators to formally evaluate staff; begins human resource work related to posting open positions, reviews applications, conducts interviews, and develops Employee Handbook; drafts preliminary 2014-2015 Budget.
March 5, 12, 19 April 2, 9, 16, 23	ED 505/505P (Module E) School Law & Ethical Leadership 28 hours ✓	Candidate works with administrators to reflect on school goals and changes for next academic year; reviews and revises, develops Student-Parent Handbook; supports whole school preparation for state-wide testing.
April 30 May 7, 14, 21	ED 506/506P (Module F) School Governance & Organizational Management 14 hours ✓	Candidate works with administrators to collaborate with governing board, district and local leaders to learn how to influence policies that benefit students. Candidates will develop systems to run efficient & effective school operations.
June 4, 2018 & June 11, 2018	ED 507 (Module G) Culminating Leadership Project	Candidate will present and defend final Charter Petition or Design Plan before a panel of "School Board" members.

$$\begin{array}{r}
 30 \times 3 = 114 \\
 \underline{115} \\
 25 \\
 2875
 \end{array}$$

$$\begin{array}{r}
 1225 \text{ hours} \\
 \times \$51.50 \\
 \hline
 \$6,308.75
 \end{array}$$

ED 505:

EDUCATIONAL LEADERSHIP: LEGAL FRAMEWORK & PERSONAL ETHICS

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00PM

CONTACT: SCHOOLLOGY MESSENGER

COURSE DESCRIPTION:

EMPOWER SCHOOL LEADER CANDIDATES TO INCREASE STUDENT LEARNING OUTCOMES BY MODELING A PERSONAL CODE OF ETHICS AND DEVELOPING PROFESSIONAL LEADERSHIP CAPACITY, AS WELL AS ENSURING THAT THE SCHOOL OPERATES WITHIN THE LEGAL FRAMEWORK. THIS COURSE WILL ALSO PROVIDE CANDIDATES WITH BEST PRACTICES FROM HIGH PERFORMING SCHOOLS AND SCHOOL LEADERS SERVING HIGH MINORITY AND HIGH POVERTY STUDENT POPULATIONS AND COMMUNITIES. REVIEW PRACTICES FOR FACILITATING PROFESSIONAL AND PERSONAL GROWTH OPPORTUNITIES FOR FACULTY, STAFF, PARENT(S)/GUARDIAN(S), AND OTHER MEMBERS OF THE SCHOOL COMMUNITY.

CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE) ALIGNMENT:

STANDARD CATEGORY	ARTIFACT	MEASUREMENT TOOL
4: FAMILY AND COMMUNITY ENGAGEMENT EDUCATION LEADERS COLLABORATE WITH FAMILIES AND OTHER STAKEHOLDERS TO ADDRESS DIVERSE STUDENT AND COMMUNITY INTERESTS AND MOBILIZE COMMUNITY RESOURCES. 4A: PARENT AND FAMILY ENGAGEMENT 4B: COMMUNITY INVOLVEMENT	MOCK SCHOOL BOARD MEETING/PRESENTATION	MOCK SCHOOL BOARD MEETING/PRESENTATION – LEADERSHIP PLANNING AND PARTICIPATION PERFORMANCE RUBRIC
5: ETHICS AND INTEGRITY EDUCATION LEADERS MAKE DECISIONS, MODEL, AND BEHAVE IN WAYS THAT DEMONSTRATE PROFESSIONALISM, ETHICS, INTEGRITY, JUSTICE, AND EQUITY AND HOLD STAFF TO THE SAME STANDARD. 5A: REFLECTIVE PRACTICE 5B: ETHICAL DECISION-MAKING 5C: ETHICAL ACTION	CASE STUDIES – LEGAL RESPONSE MOCK SCHOOL BOARD MEETING/PRESENTATION	CASE STUDIES – LEGAL RESPONSE RUBRIC MOCK SCHOOL BOARD MEETING/PRESENTATION – LEADERSHIP PLANNING AND PARTICIPATION PERFORMANCE RUBRIC
6: EXTERNAL CONTEXT AND POLICY EDUCATION LEADERS INFLUENCE POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXTS AFFECTING EDUCATION TO IMPROVE EDUCATION POLICIES AND PRACTICES. 6A: UNDERSTANDING AND COMMUNICATING POLICY	CASE STUDIES – LEGAL RESPONSE	CASE STUDIES – LEGAL RESPONSE RUBRIC

6B: REPRESENTING AND PROMOTING THE SCHOOL		
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REQUIRED TEXTS:

KEY CALIFORNIA CHARTER SCHOOL LAWS AND REGULATIONS, YOUNG, MINNEY AND CORR, LLP

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS 	25
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • CASE STUDIES – LEGAL RESPONSE • MOCK SCHOOL BOARD MEETING/PRESENTATION 	25 25
	TOTAL	100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO IMPLEMENT ETHICAL LEADERSHIP IN PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

I. PROFESSIONAL DISPOSITION CHECKLIST: (PARTICIPATION AND COLLABORATION)

CANDIDATES ARE EXPECTED TO DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS, THEIR WORK AND INPUT, AND REFRAIN FROM ENGAGING IN SIDE CONVERSATIONS, INTERRUPTING CLASS EVENTS, AND/OR USING CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSIONS AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

2. ACTIVE CLASS PARTICIPATION ELEMENTS (PARTICIPATION AND COLLABORATION)

PREPARATION: CANDIDATES ARE EXPECTED TO COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION.

SUBSTANTIVE CONTRIBUTIONS: CANDIDATES ARE EXPECTED TO MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF.

ATTENDANCE: CANDIDATES ARE EXPECTED TO ATTEND THE ENTIRE CLASS SESSION.

3. **CURRENT TRENDS REFLECTIONS** (*MEASURABLE ARTIFACT*)

CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

- WHAT PRINCIPALS NEED TO KNOW ABOUT ETHICS
- ETHICS ISSUES SNARE SCHOOL LEADERS

4. **ADMIT/EXIT SLIPS** (*PARTICIPATION AND COLLABORATION*)

ADMIT AND EXIT SLIPS ARE WRITTEN RESPONSES (VIA SCHOLOGY) PROMPTED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS. THESE INFORMAL ASSESSMENTS MEASURE UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (WORKSHOP MODEL).

5. **CASE STUDIES: LEADERSHIP DILEMMAS** (*PARTICIPATION AND COLLABORATION*)

CANDIDATES WILL BE ASSESSED ON THE THOROUGHNESS OF THEIR INITIAL ANALYSIS, THEIR FEEDBACK GIVEN TO THEIR COLLEAGUES, THEIR OWN RECEPTIVENESS TO FEEDBACK, AND THE FINAL WORK PRODUCT TO BE SUBMITTED AFTER CLASS. ADDRESS DIVERSE STUDENT AND COMMUNITY INTERESTS, PROMOTE UNDERSTANDING OF POLICY AND SUPPORT FOR THE SCHOOL.

6. **MOCK SCHOOL BOARD PRESENTATION:** (*COMPETENCY-BASED ARTIFACT*)

CANDIDATES WILL BE ASSESSED ON THEIR PREPARATION OF THEIR PRESENTATION, THEIR ABILITY TO EFFECTIVELY RESPOND TO FOLLOW-UP QUESTIONS, AND THEIR PUBLIC SPEAKING AND ADVOCACY STYLE. (SEE LEADERSHIP PLANNING AND PARTICIPATION PERFORMANCE RUBRIC). CANDIDATES WILL ENGAGE IN CONVERSATIONS AND PRACTICES FOR OPPORTUNITIES TO DEMONSTRATE: 5A: REFLECTIVE PRACTICE; 5B: ETHICAL DECISION-MAKING; 5C: ETHICAL ACTION.

COURSE SESSIONS:

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
SESSION 1	AGENDA <ul style="list-style-type: none"> • ETHICAL LEADERSHIP • SELPA (LAWS AND LEGISLATION; CHARTER PERSPECTIVE) 		6A, 6B
SESSION 2	AGENDA MOCK BOARD MEETING <ul style="list-style-type: none"> • RUNNING EFFICIENT & EFFECTIVE MEETINGS: AGENDA, ROLES, MINUTES (BOARD MEETING PERSPECTIVE) 		6B

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	<ul style="list-style-type: none"> COMMUNICATION SYSTEMS & STRATEGIES ACCOUNTABILITY LEADERSHIP PLANNING AND PARTICIPATION PERFORMANCE RUBRIC <p>CURRENT TRENDS:</p> <ul style="list-style-type: none"> WHAT PRINCIPALS NEED TO KNOW ABOUT ETHICS HTTPS://WWW.NAESP.ORG/SITES/DEFAULT/FILES/RESOURCES/1/PRINCIPAL/2007/M-Jp52.PDF <p>EXIT TICKET</p>		
SESSION 3	<p>AGENDA</p> <p>Do Now</p> <ul style="list-style-type: none"> PROBLEM SOLVING: SHARED LEADERSHIP & COLLABORATIVE DECISION MAKING SCHOOL SITE COUNCIL, STRATEGIC PARENT & STUDENT INVOLVEMENT, ADVISORY COMMITTEES (INCLUDING COMMUNITY SUPPORTERS) RUNNING EFFICIENT & EFFECTIVE MEETINGS: AGENDA, ROLES, MINUTES SCHOOL-WIDE RULES, ROUTINES, AND PROCEDURES: IMPLEMENTATION LEADERSHIP DILEMMAS <p>CURRENT TRENDS:</p> <ul style="list-style-type: none"> ETHICS ISSUES SNARE SCHOOL LEADERS HTTPS://WWW.EDWEEK.ORG/EW/ARTICLES/2005/01/12/18CONSULT.H24.HTML <p>EXIT TICKET</p>	<p>CREATE:</p> <ul style="list-style-type: none"> IMPLEMENTATION PLAN FOR SCHOOL-WIDE RULES, ROUTINES, AND PROCEDURES THE FOUNDERS: INSIDE THE REVOLUTION TO INVENT AND REINVENT AMERICA'S BEST CHARTER SCHOOLS. READ THE INTRODUCTION AND ONE CHAPTER OF YOUR CHOOSING. 	6B
SESSION 4	<p>AGENDA</p> <p>Do Now</p> <ul style="list-style-type: none"> HISTORY OF CHARTER SCHOOLS CHARTER SCHOOLS AS A SIGNIFICANT EDUCATIONAL REFORM 		5A

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	<ul style="list-style-type: none"> CASE STUDY: REVIEW A HISTORY OF A CHARTER SCHOOL EXIT TICKET		
SESSION 5	AGENDA Do Now <ul style="list-style-type: none"> CONTINUE REVIEW/DISCUSSION OF "THE FOUNDERS" REVIEW OF CHARTER SCHOOL OVERSIGHT BODIES (MATERIALS IN FILE ROLE OF AUTHORIZERS) CASE STUDY: LEADERSHIP DILEMMAS EXIT TICKET <ul style="list-style-type: none"> WRITE 3 – 5 QUESTIONS/STANDARDS FOR JUDGING ACADEMIC SUCCESS AT YOUR SCHOOL 	<ul style="list-style-type: none"> CS GOVERNANCE CBP STANDARDS AND SEVEN ABSOLUTELY UNIVERSAL NON NEGOTIABLE UNCHANGING PRINCIPLES 	4A, 4B, 5B, 5C
SESSION 6	AGENDA Do Now: <ul style="list-style-type: none"> PCSGP PLANNING AND IMPLEMENTATION GRANT SCHOOL GOVERNANCE MODELS REVIEW OF CHARTER SCHOOL OVERSIGHT BODIES CASE STUDY: LEADERSHIP DILEMMAS CURRENT TRENDS: <ul style="list-style-type: none"> EXAMINING THE CROSSROADS OF LAW, ETHICS, AND EDUCATION LEADERSHIP (PDF) EXIT TICKET <ul style="list-style-type: none"> WHO ARE THE MEMBERS/TRUSTEES OF YOUR CHARTER AUTHORIZING BOARD AND CHARTER SCHOOL OR DISTRICT BOARD? HOW DID THEY VOTE ON YOUR CHARTER? WHAT IS THE SELECTION PROCESS FOR YOUR SCHOOL/DISTRICT BOARD MEMBERS? 	ANSWER THE FOLLOWING: <ul style="list-style-type: none"> READ THE EXTRAORDINARY AUDIT OF BLUE OAKS CHARTER SCHOOL 	4A, 4B, 5B, 5C
SESSION 7	AGENDA	<ul style="list-style-type: none"> REVIEW THE POWERPOINT REVIEWING ACADEMIC 	

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	OPERATING A FISCALLY ETHICAL CHARTER SCHOOL <ul style="list-style-type: none"> OVERVIEW PRESENTATION: ETHICAL DILEMMAS IN SCHOOL FINANCE CASE STUDY: RESPONDING TO A FISCAL AUDIT CONDUCTED BY THE FISCAL CRISIS MANAGEMENT ASSISTANCE TEAM ("FCMAT"). PRESENTATIONS OF PLAN TO RESPOND TO AUDIT BY CANDIDATES. EXIT TICKET <ul style="list-style-type: none"> SHORT ESSAY ON THE (3-5) MOST IMPORTANT THINGS YOU NEED TO DO (AND WHY) AS A SCHOOL ADMINISTRATOR TO PREVENT FRAUD. 	PROGRAM EDUCATIONAL PROGRAM. <ul style="list-style-type: none"> READ PAGES 18-23 AND 51-65 OF THE FEDERAL PUBLIC CHARTER SCHOOLS GRANT PROGRAM (PCSGP) READ IN FULL THE SCOE REPORT OF FORTUNE SCHOOL 2017. PICK ONE OR TWO ACADEMIC MEASUREMENTS AND BE READY TO PRESENT YOUR CASE THAT YOUR SCHOOL/CLASS/STUDENTS ARE OR ARE NOT ON TRACK TO MEET THAT YOU WROTE IN YOUR EXIT TICKET FROM THE APRIL 9TH CLASS. 	
SESSION 8	AGENDA Do Now: ACCOUNTABILITY <ul style="list-style-type: none"> MEASURING (CHARTER) SCHOOL SUCCESS IS THE ACADEMIC PROGRAM A SUCCESS? CASE STUDY – LEGAL RESPONSE		6A, 6B

ARTIFACTS & RUBRICS:

- COURSE: ED 501
- CAPEs: 4A, 4B, 5A, 5B, 5C, 6A, 6B

CURRENT TRENDS AND CASE STUDIES:

VIA SCHOOLGY:

1. FIND A FEDERALLY FUNDED PROGRAM THAT CAN BE FOUND IN BOTH THE **LCAP** (ATTACHED) AND **SPSA** (ATTACHED) AT YOUR SITE AND DETERMINE THE FUNDING SOURCE OF THE PROGRAM.
2. WHAT DO ALL OF THE SCHOOL GOALS IN THE SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) HAVE IN COMMON?
3. USING THE ATTACHED AS EXAMPLES, CREATE AN **LCAP GOAL, 2 MEASUREABLE OUTCOMES, AND 2-3 ACTIONS** ASSOCIATED WITH THE GOAL.
4. CREATE AN LCAP **GOAL** THAT RELATES TO THE LCAP GOAL YOU CREATED.
5. WITH THE LCAP SCHOOL GOAL CREATED IN STEP 4, ANSWER THE FOLLOWING:
 - WHAT DATA DID YOU USE TO FORM THIS GOAL?
 - WHAT WERE THE FINDINGS FROM THE ANALYSIS OF THIS DATA?
 - HOW WILL THE SCHOOL EVALUATE THE PROGRESS OF THIS GOAL?
 - WHAT STRATEGY WILL THE SCHOOL USE TO MEET THIS GOAL?

POST YOUR INFORMATION ON A SHEET OF POSTER PAPER, HANG IT ON THE WALL AND BE PREPARED TO PRESENT YOUR GOAL AND EVALUATION STRATEGY TO THE GROUP.

POSTED MON MAR 19, 2018 AT 11:23 AM

ADOBE PDF[SPSA HBCP REVISED 03072017.PDF](#)221 KB[VIEW](#)

ADOBE PDF[LCAP.PDF](#)6 MB[VIEW](#)

VIA SCHOOLGY :

READ INTRO AND ONE CHAPTER OF YOUR CHOICE - THE FOUNDERS

THE FOUNDERS: INSIDE THE REVOLUTION TO INVENT AND REINVENT AMERICA'S BEST CHARTER SCHOOLS. READ THE FORWARD, PREFACE AND INTRODUCTION AND AT LEAST ONE CHAPTER (CHAPTER 1 - 18) OF YOUR CHOOSING.

POSTED MON MAR 19, 2018 AT 1:18 PM

ADOBE PDF[THE FOUNDERS BY RICHARD WHITMIRE.PDF](#)4 MB[VIEW](#)

ED 506:
EDUCATIONAL LEADERSHIP: SCHOOL GOVERNANCE & ORGANIZATIONAL MANAGEMENT
INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00PM

CONTACT: SCHOOLLOGY MESSENGER

COURSE DESCRIPTION:

FOCUS ON CANDIDATES WORKING WITH ADMINISTRATORS TO COLLABORATE WITH GOVERNING BOARD, DISTRICT AND LOCAL LEADERS TO LEARN HOW TO INFLUENCE POLICIES THAT BENEFIT STUDENTS. CANDIDATES WILL DEVELOP SYSTEMS TO RUN EFFICIENT & EFFECTIVE SCHOOL OPERATIONS. FACILITATE THE DEVELOPING OF A SHARED COMMITMENT TO VISION AMONG ALL MEMBERS OF THE SCHOOL COMMUNITY.

CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE) ALIGNMENT:

STANDARD CATEGORY	ARTIFACT	MEASUREMENT TOOL
1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION EDUCATION LEADERS FACILITATE THE DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION OF LEARNING AND GROWTH OF ALL STUDENTS. 1C: IMPLEMENTING THE VISION	SHARED VISION – COMMUNITY PROJECT	SHARED VISION – COMMUNITY PROJECT TEMPLATE & RUBRIC
2: INSTRUCTIONAL LEADERSHIP EDUCATION LEADERS SHAPE A COLLABORATIVE CULTURE OF TEACHING AND LEARNING INFORMED BY PROFESSIONAL STANDARDS AND FOCUSED ON STUDENT AND PROFESSIONAL GROWTH. 2A: PERSONAL AND PROFESSIONAL LEARNING 2B: PROMOTING EFFECTIVE CURRICULUM, INSTRUCTION, AND ASSESSMENT	SHARED VISION – COMMUNITY PROJECT CURRENT TREND	SHARED VISION – COMMUNITY PROJECT TEMPLATE & RUBRIC CURRENT TREND RUBRIC
6: EXTERNAL CONTEXT AND POLICY EDUCATION LEADERS INFLUENCE POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXTS AFFECTING EDUCATION TO IMPROVE EDUCATION POLICIES AND PRACTICES. 6A: UNDERSTANDING AND COMMUNICATING POLICY 6B: REPRESENTING AND PROMOTING THE SCHOOL	SHARED VISION – COMMUNITY PROJECT	SHARED VISION – COMMUNITY PROJECT TEMPLATE & RUBRIC

REQUIRED TEXTS:

LEADERSHIP ON PURPOSE, CO-AUTHORED BY DR. REX FORTUNE

INTERVIEW QUESTIONS FOR PARENTS FROM BRIDGING THE ACHIEVEMENT GAP (DR. REX FORTUNE)

EVERY STUDENT SUCCEEDS ACT - [HTTPS://WWW.CDE.CA.GOV/RE/ES/](https://www.cde.ca.gov/re/es/)

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • ARTIFACTS AND PRESENTATIONS • CURRENT TRENDS REFLECTIONS (UNDERSTANDING AND COMMUNICATING POLICY) 	50
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • SHARED VISION – COMMUNITY PROJECT 	25
	TOTAL	100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. CURRENT TRENDS REFLECTIONS/ARTIFACTS (MEASURABLE ARTIFACT)

CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

- EVALUATING THE “CRAZY QUILT”
- HOMELESS STUDENT GUIDANCE
- FOSTER CARE GUIDANCE
- TITLE I – IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED SUPPLEMENT NOT SUPPLANT
- FAMILY ENGAGEMENT FRAMEWORK
- CALIFORNIA SCHOOL FINDING FORMULA

2. ADMIT/EXIT SLIPS (PARTICIPATION AND COLLABORATION)

ADMIT AND EXIT SLIPS ARE WRITTEN RESPONSES (VIA SCHOOLGY) PROMPTED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS. THESE INFORMAL ASSESSMENTS MEASURE UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (WORKSHOP MODEL).

3. ACTIVE CLASS PARTICIPATION ELEMENTS (*PARTICIPATION AND COLLABORATION*)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. PROFESSIONAL DISPOSITION CHECKLIST: (*PARTICIPATION AND COLLABORATION*)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. SHARED VISION - COMMUNITY PROJECT (*COMPETENCY-BASED ARTIFACT*)

WORK WITH THE GOVERNING BOARD AND DISTRICT AND/OR LOCAL LEADERS TO EXPLORE AND CREATE EFFECTIVE STRATEGIES FOR WORKING WITH THE SCHOOL COMMUNITY TO ENSURE SHARED SCHOOL LEADERSHIP. CONCEPTUALIZE AND DEVELOP STRATEGIES THAT CONNECT THE RHETORIC OF LEADERSHIP THEORY TO THE SYSTEMS, STRUCTURES, AND ORGANIZATIONAL BEHAVIORS THAT MAKE THESE CONNECTIONS BECOME PART OF THE SCHOOL SITE CULTURE.

COURSE SESSIONS:

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
SESSION 1	<p>CURRENT TREND(S):</p> <ul style="list-style-type: none"> EVALUATING THE "CRAZY QUILT": EDUCATIONAL GOVERNANCE IN CALIFORNIA DOMINIC BREWER, JOANNA SMITH (2007) <p>DO NOW:</p> <ul style="list-style-type: none"> WHAT IS GOVERNANCE? <p>AGENDA</p> <ul style="list-style-type: none"> DEFINING GOVERNANCE ESSA - HTTPS://WWW.CDE.CA.GOV/RE/ES/ REVIEW ORGANIZATION CHARTS ARTIFACT: NON-ESTABLISHMENT AGENCIES AND ORGANIZATIONS ACTIVITY ESSA VIDEO HTTP://REGION3SUPPORT.ORG/ESSA/STORY_HTML5.HTML 	ARTIFACT: NON-ESTABLISHMENT AGENCIES AND ORGANIZATIONS ACTIVITY	1A, 1B, 1C, 4A, 4B

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	EXIT TICKET: <ul style="list-style-type: none"> REVIEW THE 8 GAP-CLOSING LEADERSHIP PRACTICES (PGS. 24-25). READ CHAPTER 5 TO REVIEW THE IMPLICATIONS OF THOSE FINDINGS AND THE RECOMMENDATIONS. 		
SESSION 2	CURRENT TREND(s): <ul style="list-style-type: none"> HOMELESS STUDENT GUIDANCE HTTPS://WWW2.ED.GOV/POLICY/ELSEC/LEG/ESSA/160240EH CYGUIDANCE072716UPDATED0317.PDF FOSTER CARE GUIDANCE HTTPS://WWW2.ED.GOV/POLICY/ELSEC/LEG/ESSA/EDHHSFOSTERCARENONREGULATORGUIDE.PDF DO NOW <ul style="list-style-type: none"> REVIEW THE ARTICLE, TRUMP'S EDUCATION BUDGET REVEALED. AGENDA <ul style="list-style-type: none"> CREATE ALTERNATIVE DELIVERY AND MONITORING MODELS FOR THE FOLLOWING: PARENT INVOLVEMENT AND TRAINING REGARDING CALIFORNIA COMMON CORE STANDARDS (CCCS) AND SMARTER BALANCED ASSESSMENT RECOGNIZE THAT ANY SCHOOL IS PART OF A LARGER DISTRICT, STATE, AND FEDERAL CONTEXTS THAT IS INFLUENCED BY POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL FACTORS. FLOW OF FUNDING LCAP & SPSA EXIT TICKET: <ul style="list-style-type: none"> REVIEW THE 8 GAP-CLOSING LEADERSHIP PRACTICES (PGS. 24-25). READ CHAPTER 5 TO REVIEW THE IMPLICATIONS OF THOSE FINDINGS AND THE RECOMMENDATIONS. 	<ul style="list-style-type: none"> CURRENT TREND ALTERNATIVE DELIVERY AND MONITORING MODELS FLOW OF FUNDING ACTIVITY LCAP & SPSA ACTIVITY 	1A, 1B, 1C, 4A, 4B
SESSION 3	CURRENT TREND(s): <ul style="list-style-type: none"> TITLE I-IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED- 	<ul style="list-style-type: none"> CURRENT TREND ANALYZE RAW DATA 	1A, 1B, 1C, 4A, 4B

SESSION	OBJECTIVES & TOPICS	MEASUREABLE ARTIFACTS/ HOMEWORK	CAPEs
	<p>SUPPLEMENT NOT SUPPLANT HTTPS://WWW.FEDERALREGISTER.GOV/DOCUMENTS/2016/09/06/2016-20989/TITLE-IMPROVING-THE-ACADEMIC-ACHIEVEMENT-OF-THE-DISADVANTAGED-SUPPLEMENT-NOT-SUPPLANT</p> <p>DO NOW</p> <ul style="list-style-type: none"> REVIEW THE <i>FAMILY ENGAGEMENT FRAMEWORK</i> TO REFLECT ON A SCHOOL'S EFFORTS TO FACILITATE ACTIVITIES TO INCLUDE FAMILIES TO PROMOTE STUDENT SUCCESS HTTPS://WWW.CDE.CA.GOV/LS/PF/PF/DOCUMENTS/FAMENGAGEFRAMEENGLISH.PDF <p>AGENDA:</p> <ul style="list-style-type: none"> DISCUSS WAYS TO FACILITATE A SHARED VISION WITH THE SCHOOL COMMUNITY. COMPONENTS TO CONSIDER: (1) TRADITIONAL "PARENT NIGHT" MEETINGS; (2) PARENT INCENTIVES – DESIGNED TO ATTRACT SIGNIFICANT PARENT INVOLVEMENT IN TRAININGS; (3) ELECTRONIC TRACKING SYSTEM – MONITOR PARENT USE OF MEDIA PRESENTATIONS ON WEBSITES 		
SESSION 4	<p>CURRENT TREND(s):</p> <ul style="list-style-type: none"> RESEARCHERS FIND WIDE VARIATIONS IN UNDERSTANDING, IMPLEMENTING CALIFORNIA'S SCHOOL FUNDING FORMULA HTTPS://EDSOURCE.ORG/2017/RESEARCHERS-FIND-WIDE-VARIATIONS-IN-UNDERSTANDING-IMPLEMENTING-CALIFORNIAS-SCHOOL-FUNDING-FORMULA/58115 <p>AGENDA</p> <ul style="list-style-type: none"> SHARED VISION - COMMUNITY PROJECT PRESENTATIONS (USE TEMPLATE) 	<ul style="list-style-type: none"> CURRENT TREND PRESENTATIONS 	1A, 1B, 1C, 4A, 4B

SHARED VISION TEMPLATE:

SHARED VISION FOCUS	EXISTING STRENGTHS	CHALLENGES & OPPORTUNITIES
VISION		
LEADERSHIP		
TEACHING		
PUBLIC SERVICE PATHWAYS (EX: OUTREACH OPPORTUNITIES; PARTNERSHIPS)		
PATHWAYS FOR PARENT/GUARDIAN INVOLVEMENT		
PATHWAYS FOR COMMUNITY INVOLVEMENT		
HEALTHY CLIMATE		
OPPORTUNITY FOR FEEDBACK FROM COMMUNITY		

CURRENT TREND RUBRIC (VIA SCHOOLGY):

CRITERIA	GRADING SCALE		
RELEVANCE	3 EXEMPLARY THE POSTING DIRECTLY ADDRESSES KEY ISSUES, QUESTIONS, OR PROBLEMS RELATED TO THE TEXT AND THE DISCUSSION ACTIVITY. THE POSING APPLIES COURSE CONCEPTS WELL.	2 SATISFACTORY THE POSTING ADDRESSES KEY ISSUES, QUESTIONS, OR PROBLEMS RELATED TO THE TEXT AND THE DISCUSSION ACTIVITY, BUT IN SOME CASES, ONLY INDIRECTLY. IT DOES NOT ALWAYS APPLY COURSE CONCEPTS FULLY.	1 UNACCEPTABLE THE POSTING DOES NOT DIRECTLY ADDRESS THE QUESTION OR PROBLEM POSED BY THE DISCUSSION ACTIVITY.
INSIGHT	3 EXEMPLARY THE POSTING OFFERS ORIGINAL OR THOUGHTFUL INSIGHT, ANALYSIS, OR OBSERVATION THAT DEMONSTRATES A STRONG GRASP OF CONCEPTS AND IDEAS PERTAINING TO THE DISCUSSION TOPIC.	2 SATISFACTORY THE POSTING DOES OFFER SOME INSIGHT, ANALYSIS, OR OBSERVATION TO THE TOPIC BUT MAY NOT DEMONSTRATE A FULL UNDERSTANDING OR KNOWLEDGE OF CONCEPTS AND IDEAS PERTAINING TO THE DISCUSSION TOPIC.	1 UNACCEPTABLE THE POSTING DOES NOT OFFER ANY SIGNIFICANT INSIGHT, ANALYSIS, OR OBSERVATION RELATED TO THE TOPIC. NO KNOWLEDGE OR UNDERSTANDING IS DEMONSTRATED REGARDING CONCEPTS AND IDEAS PERTAINING TO THE DISCUSSION TOPIC.
NUMBER OF RESPONSES <small>*MUST RESPOND TO A MINIMUM OF 2 PEERS</small>	3 EXEMPLARY TWO OR MORE RESPONSES WERE MADE WITHOUT DOMINATING THE DISCUSSION.	2 SATISFACTORY ONE RESPONSE TO ANOTHER STUDENT'S POST WAS MADE.	1 UNACCEPTABLE NO RESPONSES TO OTHER STUDENT POSTS WERE MADE BUT STUDENT INDEPENDENTLY RESPONDED TO DISCUSSION THREAD

TOTAL PTS: 9

ED 507:

SEMINAR: EDUCATIONAL LEADERSHIP PROJECT SEMINARS

CULMINATING EXPERIENCE: PRESENTATION OF EDUCATIONAL LEADERSHIP PROJECT - CALAPA ALIGNED

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00PM

CONTACT: SCHOOLLOGY MESSENGER

COURSE DESCRIPTION:

CANDIDATES WILL ENGAGE IN PROFESSIONAL COMMUNITIES THAT PROMOTE OPPORTUNITIES FOR LEADING ADMINISTRATORS AND PRACTITIONERS IN THE FIELD OF EDUCATIONAL ADMINISTRATION TO SHARE SPACE FURTHER ALLOWING FOR COLLABORATIVE EXCHANGE AND APPROPRIATE MENTORING CREATING A FOUNDATION FOR CANDIDATES TO LEARN THE SKILLS NECESSARY FOR BECOMING FUTURE LEADERS.

CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE) ALIGNMENT:

STANDARD CATEGORY	ARTIFACT	MEASUREMENT TOOL
1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION (1A, 1B, 1C) 2: INSTRUCTIONAL LEADERSHIP (2A, 2B, 2C, 2D) 3: MANAGEMENT AND LEARNING ENVIRONMENT (3A, 3B, 3C) 4: FAMILY AND COMMUNITY ENGAGEMENT (4A, 4B) 5: ETHICS AND INTEGRITY (5A, 5B, 5C) 6: EXTERNAL CONTEXT AND POLICY (6A, 6B)	EDUCATIONAL LEADERSHIP PROJECT PLAN ELP PROPOSAL TEMPLATE ELP THINK TANK ELP DEEP DIVE PROFESSIONAL DEVELOPMENT TRAINING PROFESSIONAL COMMUNITIES OF PRACTICE	EDUCATIONAL LEADERSHIP PROJECT PLAN RUBRIC LEADERSHIP SKILLS – TRAINING RUBRIC

RECOMMENDED TEXTS:

CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT

[HTTP://WWW.CTCPA.NESINC.COM/TestView.aspx?f=HTML_FRAG/CALAPA_TestPage.html](http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CALAPA_TestPage.html)

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

TOOLS	%
EDUCATIONAL LEADERSHIP PROJECT ARTIFACTS <ul style="list-style-type: none"> ELP PROPOSAL TEMPLATE ELP THINK TANK ELP DEEP DIVE PROFESSIONAL DEVELOPMENT TRAINING 	25
FIELD EXPERIENCE <ul style="list-style-type: none"> PROFESSIONAL COMMUNITIES OF PRACTICE 	25
CULMINATING PROJECT <ul style="list-style-type: none"> ELP PRESENTATION 	50
TOTAL	100

DESCRIPTION OF EDUCATIONAL LEADERSHIP PROJECT TOOLS:

- EDUCATIONAL LEADERSHIP PROPOSAL TEMPLATE:**
DEVELOP PROJECTS THROUGH THE PROPOSAL FOR INITIAL PLANNING. TEMPLATE GUIDES PLANNING BY ADDRESSING ORGANIZATIONAL PRIORITIES, TASK OBJECTIVES, OUTCOMES, TIMELINE, BUDGET PROJECTIONS, AND DATA COLLECTION (QUANTITATIVE AND QUALITATIVE).
- EDUCATIONAL LEADERSHIP PLANNING THINK TANK:**
CANDIDATES SHARE SPACE WITH VARIOUS EDUCATIONAL LEADERS, STAFF, AND STAKEHOLDERS INCLUDING MENTORS, COACHES, PEERS, DIRECTOR OF TEACHER EDUCATION, PRESIDENT/CEO. THE SPACE ALLOWS CANDIDATES TO SHARE IDEAS AND RESEARCH ABOUT THEIR PROJECTS AND RECEIVE FEEDBACK. CANDIDATES WILL ENGAGE IN CONVERSATIONS AND PRACTICES FOR OPPORTUNITIES TO DEMONSTRATE: 5A: REFLECTIVE PRACTICE; 5B: ETHICAL DECISION-MAKING; 5C: ETHICAL ACTION.
- EDUCATIONAL LEADERSHIP PLANNING DEEP DIVE:**
CANDIDATES SHARE SPACE WITH VARIOUS EDUCATIONAL LEADERS, STAFF, AND STAKEHOLDERS INCLUDING MENTORS, COACHES, PEERS, DIRECTOR OF TEACHER EDUCATION, PRESIDENT/CEO. THE SPACE ALLOWS CANDIDATES TO DETERMINE AREAS OF NEED AND THEN PARTNER WITH SPECIFIC MEMBERS TO SPECIFICALLY ADDRESS AREAS OF NEED OR INQUIRY.
- PROFESSIONAL DEVELOPMENT TRAINING:**
CANDIDATES PLAN A TRAINING/PROFESSIONAL DEVELOPMENT AND IMPLEMENT DESIGN TO DISTRICT INTERN CANDIDATES. A FOLLOW-UP TOOL IS USED TO MEASURE CANDIDATES' PERFORMANCE OF PLANNING AND DELIVERY OF THE TRAINING. THE DATA IS USED TOWARD THE GROWTH AND DEVELOPMENT OF THE EDUCATIONAL LEADERSHIP PROJECT.

5. **PROFESSIONAL COMMUNITIES OF PRACTICE – PROFESSIONAL DEVELOPMENT**

PARTNERS AND/OR VARIOUS STAKEHOLDERS PROVIDE OPPORTUNITIES FOR CANDIDATES TO VISIT AND LEARN FROM BEST PRACTICES.

6. **EDUCATIONAL LEADERSHIP PROJECT – PRESENTATION**

CANDIDATES WILL DEVELOP AN ACTION-BASED PLAN TO MEET ORGANIZATION PRIORITIES DETERMINED BY THEIR DISTRICTS AND SITE LEADERS THROUGH THE PROCESS OF: INVESTIGATE, PLAN, ACT, AND REFLECT AS ALIGNED TO THE CALAPA LEADERSHIP CYCLE.



Step 3: Act

Multi-Strategy Plan for Improving Student Learning Template

Directions: Write a one-year plan to address the problem statement and yield improvements related to the identified student learning priority, reflecting the outcomes of your data collection, gap analysis, root cause analysis, and inquiry activities, as well as stakeholder input. Type each section of your plan in the brackets below each section description.

Problem Statement

[]

Goals and Objectives

Goals and objectives, including the scope and nature of the improvement desired for the next year

[]

Action Strategies

Action strategies to address the problem statement and yield improvements related to the identified student learning priority, including staff members responsible for each strategy and the student group(s) identified for targeted support or attention

[]

Rationale

A rationale for how the strategies will address the problem statement and encourage and support student learning

[]

Implementation Steps and Timeline

Proposed implementation steps and timeline, including strategies to engage staff and other proposed support in the proposed actions

[]

Resources

A description of the resources required to carry out the plan, including possible changes in school organization or structure (e.g., common planning time, block scheduling, afterschool and tutorial programs)

[]

Progress Monitoring

Proposed progress monitoring to determine whether the plan yields the intended outcomes

[]

Alignment with Vision and Mission or Goal

How the plan is aligned with the school site/district vision and mission or goals

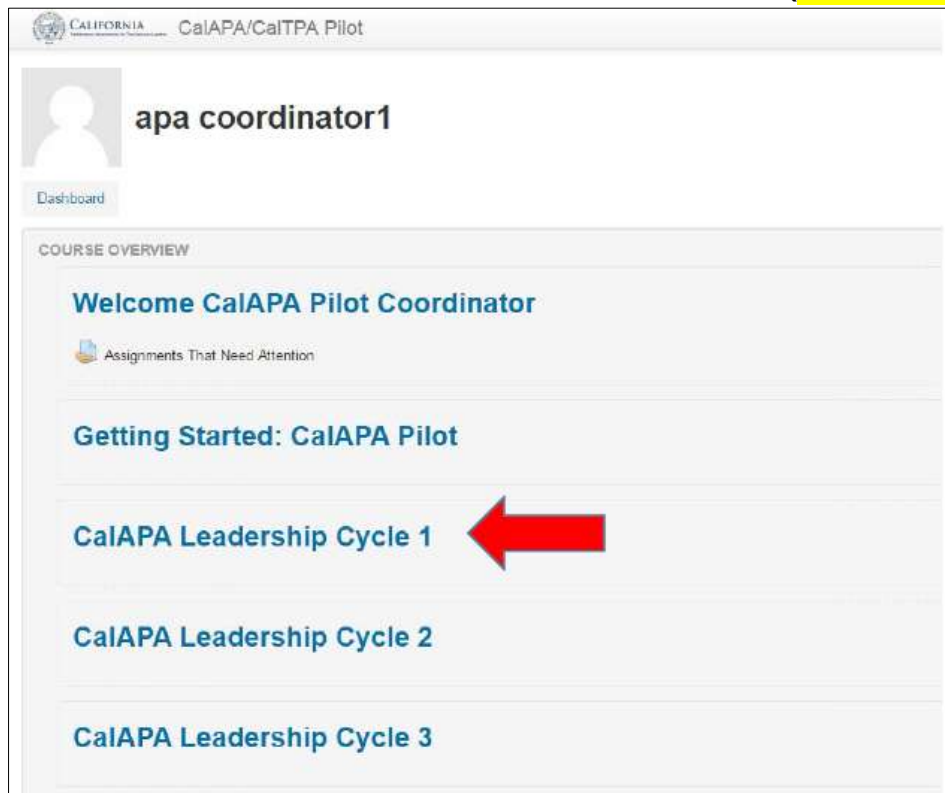
[]

DEAR ASC CANDIDATE:

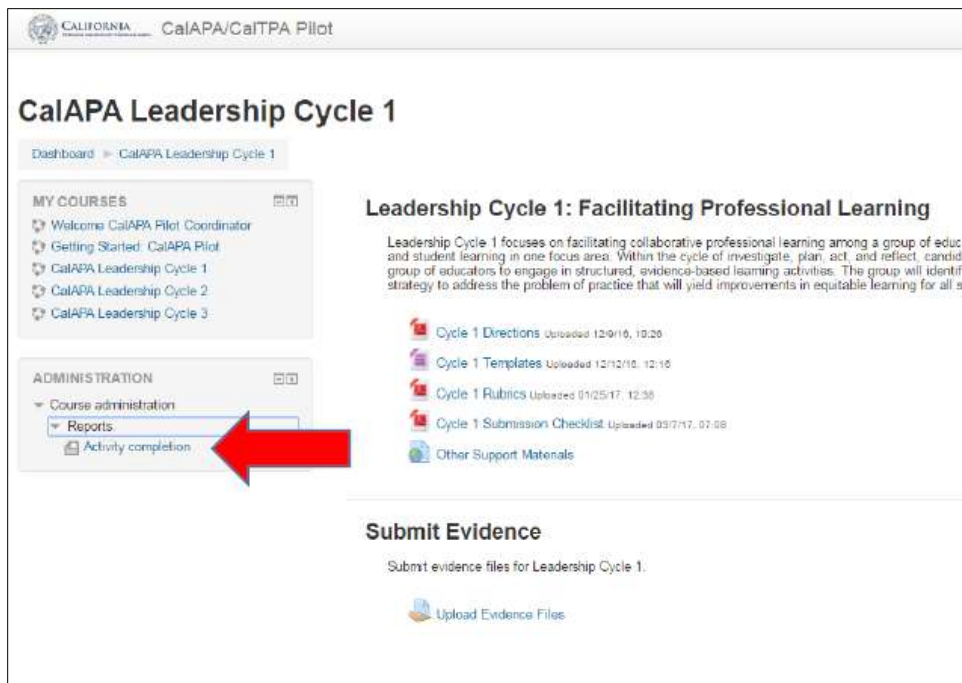
THANK YOU AGAIN FOR YOUR FLEXIBILITY AND WILLINGNESS TO PARTICIPATE IN THE CALAPA SURVEY PILOT. THERE HAS BEEN A SLIGHT MODIFICATION TO YOUR ORIGINAL INSTRUCTIONS AND DUE TO ANY INCONVENIENCE, THERE WILL BE A MODIFICATION TO YOUR COURSE SCHEDULE AS WELL. INITIALLY, YOU WERE INFORMED TO MAKE YOUR SUBMISSION VIA SCHOOLGY AND THOSE SUBMISSIONS WOULD BE TRANSFERRED TO THE CALAPA DATA COLLECTION SYSTEM VIA FSE. THOSE INSTRUCTIONS HAVE CHANGED. INSTEAD, PLEASE SUBMIT YOUR COMPLETED TEMPLATES DIRECTLY TO THE CALAPA SYSTEM IN ADDITION TO SCHOOLGY.

PLEASE SEE THE INSTRUCTIONS BELOW:

1) FROM YOUR PILOT COORDINATOR DASHBOARD, SELECT THE APPROPRIATE **CALAPA LEADERSHIP CYCLE** COURSE FOR EACH OF YOUR CANDIDATES (**FSE – CYCLE 2**).



2) IN THE SELECTED CALAPA LEADERSHIP CYCLE COURSE, SELECT **ACTIVITY COMPLETION** UNDER COURSE ADMINISTRATION AND REPORTS IN THE NAVIGATION MENU ON THE LEFT SIDE OF THE SCREEN. (**FSE – CYCLE 2**)



CalAPA Leadership Cycle 1

Dashboard > CalAPA Leadership Cycle 1

MY COURSES

- Welcome CalAPA Pilot Coordinator
- Getting Started: CalAPA Pilot
- CalAPA Leadership Cycle 1
- CalAPA Leadership Cycle 2
- CalAPA Leadership Cycle 3

ADMINISTRATION

- Course administration
- Reports**
- Activity completion

Leadership Cycle 1: Facilitating Professional Learning

Leadership Cycle 1 focuses on facilitating collaborative professional learning among a group of educators and student learning in one focus area. Within the cycle of investigate, plan, act, and reflect, candidates engage in structured, evidence-based learning activities. The group will identify a strategy to address the problem of practice that will yield improvements in equitable learning for all students.

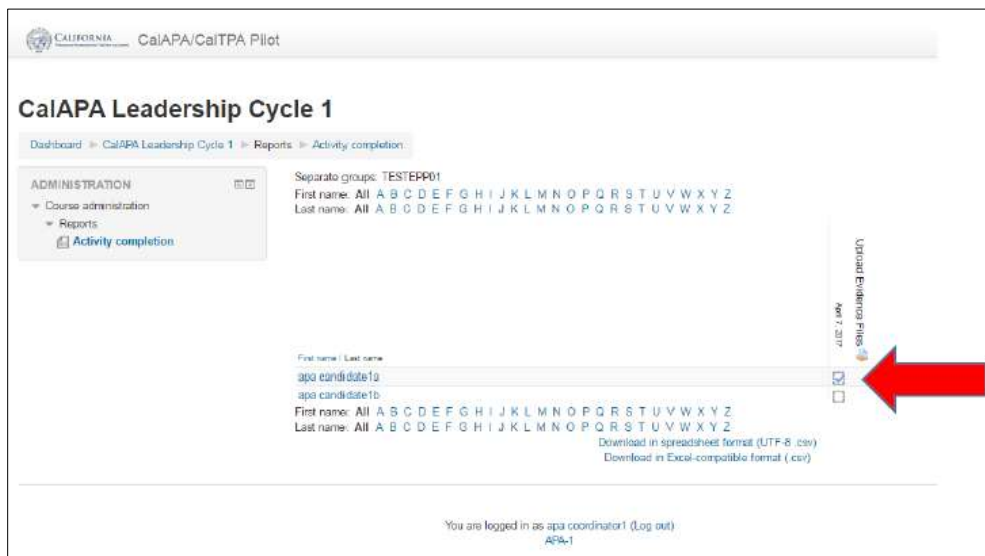
- Cycle 1 Directions Updated 12/9/16, 10:29
- Cycle 1 Templates Updated 12/12/16, 12:16
- Cycle 1 Rubrics Updated 01/25/17, 12:36
- Cycle 1 Submission Checklist Updated 03/17/17, 07:08
- Other Support Materials

Submit Evidence

Submit evidence files for Leadership Cycle 1.

Upload Evidence Files

3) ON THE SELECTED LEADERSHIP CYCLE REPORT, CANDIDATES WHO HAVE COMPLETED THEIR SUBMISSION WILL HAVE A CHECK IN THE BOX ON THE RIGHT SIDE OF THE SCREEN. **CANDIDATES WHO HAVE NOT COMPLETED THEIR SUBMISSION WILL NOT HAVE A CHECK.**



CalAPA Leadership Cycle 1

Dashboard > CalAPA Leadership Cycle 1 > Reports > Activity completion

ADMINISTRATION

- Course administration
- Reports
- Activity completion

Separate groups: TESTEPP01

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Last name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

First name	Last name	Submitted Evidence Files
apa candidate1a		<input checked="" type="checkbox"/>
apa candidate1b		<input type="checkbox"/>

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Last name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Download in spreadsheet format (UTF-8 .csv)

Download in Excel-compatible format (.csv)

You are logged in as apa coordinator1 (Log out)

APA-1

YOUR SUBMISSIONS TO SCHOOLGY AND CALAPA ARE DUE BY APRIL 7TH. DUE TO THE EXTRA STEP INVOLVED WITH THE SUBMISSION PROCESS, YOU WILL BE ALLOWED TO CONCENTRATE ON YOUR CALAPA PILOT STUDY AND SUBMISSIONS AND **WILL NOT HAVE CLASS ON WEDNESDAY, APRIL 5TH.** YOUR CLASSES WILL **RESUME ON WEDNESDAY, APRIL 12** WITH GINESE QUANN. PLEASE SEE THE MODIFIED SCHEDULE BELOW:

INSTRUCTORS:

- MARCH 15: JASON MILLER* AND JERRY SIMMONS
- MARCH 29: HYBRID – CALAPA PILOT SURVEY
- **APRIL 5 CALAPA PILOT SURVEY – SUBMISSION DUE APRIL 7TH**
- APRIL 12 & 19: GINESE QUANN
- APRIL 26, MAY 3, MAY 10: JASON MILLER, JERRY SIMMONS, AND YMC TEAM (JOINED BY MATT TAYLOR)

THANK YOU AGAIN FOR YOUR PARTICIPATION. IF YOU HAVE ANY QUESTIONS, PLEASE DO NOT HESITATE TO CONTACT ME. YOUR POWERPOINT TEMPLATE FOR YOUR ASC EDUCATIONAL LEADERSHIP PROJECT PRESENTATION (WHICH REFLECTS THE CALAPA PROCESS) WILL BE AVAILABLE SOON.

SINCERELY,

KRISTY L. PRUITT, EDD
DIRECTOR OF TEACHER EDUCATION
FORTUNE SCHOOL OF EDUCATION
2890 GATEWAY OAKS DRIVE, SUITE 100
SACRAMENTO, CA 95833

INTERVIEW & OBSERVATION TOOL

COMMUNITIES OF PRACTICE

LOCATION SITE #1:

WATTS LEARNING CENTER

10:00AM – NOON

SITE CONTACT: KELLY BAPTISTE

LOCATION SITE #2:

KIPP SCHOLAR ACADEMY

1:00 – 3:00PM

SITE CONTACT: TIFFANY MOORE

LOCATION SITE #1:

WATTS LEARNING CENTER

WHAT APPROACHES ARE TAKEN TO ACHIEVE HIGH MATH & ELA SCORES?
DESCRIBE PARTNERSHIP WITH OUT-OF-STATE TEACHER EDUCATION INTERNSHIP PROGRAM.
WHAT CURRICULUM DO YOU IMPLEMENT AND WHAT IS YOUR VISION FOR THIS IMPLEMENTATION?

LOCATION SITE #1:
WATTS LEARNING CENTER

I. TAKE NOTES USING NOTE-TAKING GUIDE:

TA	SA	TALK	PHYSICAL ENVIRONMENT	(ADD)	(ADD)
Ex: CIRCULATED ROOM FOR SS					

2. GATHER DATA USING A SNAPSHOT AND CODING APPROACH. USE THE FOLLOWING CODES:

ANCHOR CHARTS (AC)	UTILIZES TECHNOLOGY (UT)
RATIO OF STUDENT TALK (RST)	TEACHER SUPPORT (TS)
TEACHER TALK (TT)	TEACHER FACILITATOR (TF)
DIRECT INSTRUCTION (DI)	SMALL GROUP (SG)
STUDENT SUPPORT (SS)	WORK INDEPENDENTLY (WI)
SIGNALING (S)	WHOLE GROUP (WG)

3. VIA SCHOOLGY, COMPLETE THE SPREADSHEET TEMPLATE REGARDING CODES. ANALYZE RESULTS.

a. CODE FOR HIGH FREQUENCY

b. CODE FOR HIGH IMPACT

CODES	HIGH FREQUENCY (HF) HIGH IMPACT (HI)	ANALYSIS	ADDITIONAL NOTES

LOCATION SITE #2:
KIPP SCHOLAR ACADEMY

DESCRIBE THE IMPLEMENTATION OF THE MUSIC PROGRAM WITHIN THE CURRICULUM.

HOW DO YOU INTEGRATE AND ALIGN CONTENT CORE WITH MUSIC?
HOW DID YOU BUILD A STANDARDS-BASED CURRICULUM WITH A MUSIC FOCUS?
HOW DO YOU ENGAGE ACTIVE COMMUNITY INVOLVEMENT AROUND THE MUSIC FOCUS?

HOW DO YOU FACILITATE THE IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT FOR YOUR STAFF?

LOCATION SITE #2:
KIPP SCHOLAR ACADEMY

4. TAKE NOTES USING NOTE-TAKING GUIDE:

TA	SA	TALK	PHYSICAL ENVIRONMENT	(ADD)	(ADD)
Ex: CIRCULATED ROOM FOR SS					

5. GATHER DATA USING A SNAPSHOT AND CODING APPROACH. USE THE FOLLOWING CODES:

ANCHOR CHARTS (AC)	UTILIZES TECHNOLOGY (UT)
RATIO OF STUDENT TALK (RST)	TEACHER SUPPORT (TS)
TEACHER TALK (TT)	TEACHER FACILITATOR (TF)
DIRECT INSTRUCTION (DI)	SMALL GROUP (SG)
STUDENT SUPPORT (SS)	WORK INDEPENDENTLY (WI)
SIGNALING (S)	WHOLE GROUP (WG)

6. VIA SCHOOLGY, COMPLETE THE SPREADSHEET TEMPLATE REGARDING CODES. ANALYZE RESULTS.

a. CODE FOR HIGH FREQUENCY

b. CODE FOR HIGH IMPACT

CODES	HIGH FREQUENCY (HF) HIGH IMPACT (HI)	ANALYSIS	ADDITIONAL NOTES

DECEMBER 7, 2017

DINNER 5:00 – 5:30

SEMINAR OVERVIEW

- I. **TO BEGIN:** SHARE A SUCCESS STORY – [\[PROGRAM COMPLETER}](#)

ORGANIZATION PRIORITY: DRAMATICALLY IMPROVE STUDENT PERFORMANCE IN 3RD GRADE ENGLISH LANGUAGE ARTS ON THE SBAC BY FOCUSING ON READING FLUENCY IN GRADE K-3.

PROJECT MISSION: TO GRADUATE HIGH ACHIEVING STUDENTS OF GOOD CHARACTER PREPARED FOR COLLEGE AND CITIZENSHIP IN A DEMOCRATIC SOCIETY THROUGH THE IMPLEMENTATION OF SATURDAY SCHOOL.

- II. **PROJECT MISSION:** *(POWERPOINT TEMPLATE & SCHEDULE)*

INVESTIGATE

IMPROVEMENT PLANNING REVIEW AND ANALYSIS

ACT

MULTI-STRATEGY PLAN FOR IMPROVING STUDENT LEARNING

REFLECT

REFLECTIVE NARRATIVE

- III. **THINK TANK:** CANDIDATES WILL BEGIN BY GIVING A BRIEF SYNOPSIS OF THEIR EDUCATIONAL PROJECT PLANS (INCLUDING TIMELINE MEASURABLE EVIDENCE) AND AN OPPORTUNITY FOR IMMEDIATE FEEDBACK FROM PEERS, ADVISORS, AND MENTORS WILL BE AVAILABLE AFTER EACH SYNOPSIS.
- SYNOPSIS:** (OP/LEADERSHIP PROJECT MISSION, TIMELINE, MEASURABLE EVIDENCE)
 - REFLECTION:** ALL CANDIDATES AND ATTENDEES WILL USE A REFLECTION-TAKING GUIDE TO RECORD THOUGHTS FOR EACH CANDIDATE. IDEAS WILL BE SHARED IN AN OPEN, CASUAL FORUM AFTER EACH SYNOPSIS.
- IV. **DEEP DIVE:** DURING THIS TIME, CANDIDATES WILL TAKE AN "IDEA" AND DIVE DEEPER ALLOWING FOR A MORE THOROUGH ANALYSIS OF THE SUCCESS OF THE PROJECT IDEA. PEERS, ADVISORS, AND MENTORS WILL BE AVAILABLE FOR THIS BRAINSTORMING.

ASC CANDIDATE_____

As an ASC PRESENTERS:

I FOUND THE “DEEP DIVE” SESSION TO BE...

I HAVE THE FOLLOWING “TAKE AWAYS”...

-
-
-

As a THINK TANK PARTICIPANT:

I FOUND THE “THINK TANK” SESSION TO BE...

I HAVE THE FOLLOWING “TAKE AWAYS”...

-
-
-

As a PARTICIPANT OF TONIGHT’S SEMINAR, I FOUND THE FOLLOWING TO BE INSIGHTFUL AS I CONTINUE TO PREPARE FOR MY EDUCATIONAL LEADERSHIP PROJECT...

-
-
-

ASC ADVISOR/FACILITATOR_____

As an ADVISOR AND FACILITATOR OF TONIGHT’S SEMINAR, I HAVE THE FOLLOWING COMMENTS/FEEDBACK

-
-
-

NON-DISCRIMINATION STATEMENT

FORTUNE SCHOOL OF EDUCATION ADMITS STUDENTS OF ANY RACE, COLOR, GENDER, NATIONAL AND ETHNIC ORIGIN, SEXUAL ORIENTATION, POLITICAL AFFILIATION, AND RELIGIOUS BELIEFS TO ALL THE RIGHTS, PRIVILEGES, PROGRAMS, AND ACTIVITIES GENERALLY ACCORDED OR MADE AVAILABLE TO STUDENTS AT THE SCHOOL. FORTUNE SCHOOL OF EDUCATION DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, GENDER, NATIONAL AND ETHNIC ORIGIN, SEXUAL ORIENTATION, POLITICAL AFFILIATION, AND/OR RELIGIOUS BELIEFS IN ADMINISTRATION OF ITS EDUCATIONAL POLICIES, ADMISSIONS POLICIES, AND ALL OTHER SCHOOL-ADMINISTERED PROGRAMS. FORTUNE SCHOOL OF EDUCATION IS COMMITTED TO PROVIDING ACCESS AND REASONABLE ACCOMMODATIONS TO PERSONS WITH DISABILITIES.

ADMISSIONS REQUIREMENTS

ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

ELIGIBILITY CRITERIA:

- POSSESSION OF A VALID PREREQUISITE TEACHING OR SERVICES CREDENTIAL (SEE BELOW* FOR DEFINITION);
- A MINIMUM OF FIVE YEARS OF SUCCESSFUL, FULL-TIME SERVICE IN THE PUBLIC SCHOOLS OR PRIVATE SCHOOLS OF EQUIVALENT STATUS; AND,
- PASSAGE OF THE CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST).

* PREREQUISITE TEACHING CREDENTIAL IS DEFINED AS:

- A VALID CALIFORNIA CLEAR OR LIFE TEACHING CREDENTIAL REQUIRING A BACHELOR'S DEGREE AND A PROGRAM OF PROFESSIONAL PREPARATION, INCLUDING STUDENT TEACHING, **OR**
- A VALID CALIFORNIA CLEAR OR LIFE DESIGNATED SUBJECTS TEACHING CREDENTIAL, **OR**
- A VALID CLEAR OR LIFE CALIFORNIA PUPIL PERSONNEL SERVICES CREDENTIAL.
- MUST HOLD AN ENGLISH LEARNER AUTHORIZATION.

APPLICATION REQUIREMENTS:

- **COMPLETED APPLICATION FORM**
- **\$60 NON-REFUNDABLE APPLICATION FEE**
CHECK/MONEY ORDER MADE PAYABLE TO FORTUNE SCHOOL OF EDUCATION IS REQUIRED AT THE TIME OF APPLICATION.
- **LETTER OF CANDIDATE INTRODUCTION (12 POINT FONT, SINGLE SPACED, 1 PAGE)**
WHAT QUALITIES DO YOU POSSESS THAT MAKE YOU A GOOD CANDIDATE FOR FORTUNE SCHOOL OF EDUCATION'S ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM? WHAT SET OF EXPERIENCES DO YOU BRING TO THIS WORK? IN SHORT, WHY DO YOU WANT TO BE A PART OF THIS PROGRAM?
- **WRITING PROMPT**
CANDIDATES ARE ASKED TO PROVIDE WRITTEN RESPONSES TO THE FOLLOWING ITEMS:
 1. FORTUNE SCHOOL OF EDUCATION (FSE) HAS MADE CLOSING THE ACHIEVEMENT GAP OUR PRIORITY. IT IS OUR GOAL TO DEVELOP SCHOOL LEADERS WHO ARE RESPONSIBLE FOR ATTAINING RESULTS IN STUDENT ACHIEVEMENT, ESPECIALLY IN HIGH-MINORITY, HIGH-POVERTY SETTINGS. WITH THIS GOAL IN MIND, DESCRIBE WHAT YOU FEEL ARE THE TOP THREE SKILLS SCHOOL LEADERS NEED TO DEVELOP IN ORDER TO PRODUCE HIGH STUDENT ACHIEVEMENT AND HIGH PERFORMING SCHOOLS.
 2. FSE WANTS SCHOOL LEADERS WHO HAVE ACHIEVED RESULTS IN CLOSING THE ACHIEVEMENT GAP IN THEIR OWN CLASSROOM OR SCHOOL. WHAT RESULTS CAN YOU SHARE ABOUT YOUR OWN STUDENTS' PERFORMANCE AND YOUR ABILITY TO ADVANCE THEM TOWARDS PROFICIENT AND ADVANCED ON THE CALIFORNIA ACADEMIC CONTENT STANDARDS?
- **OFFICIAL TRANSCRIPTS WITH BA/BS DEGREE POSTED FROM A REGIONALLY ACCREDITED COLLEGE OR UNIVERSITY**
- **VERIFICATION OF EXPERIENCE**
MUST BE WRITTEN ON LETTERHEAD FROM PREVIOUS AND CURRENT SCHOOLS/DISTRICTS STATING THE TIMEFRAME WORKED, TYPE OF EXPERIENCE, AND SIGNED BY THE SCHOOL

DIRECTOR, SUPERINTENDENT, OR CEO.

- **THREE RECOMMENDATION FORMS**

CANDIDATES MUST SUBMIT THREE PROFESSIONAL RECOMMENDATION FORMS IN SEALED, SIGNED ENVELOPES. **ONE RECOMMENDATION MUST BE COMPLETED BY THE APPLICANT'S**

CURRENT ADMINISTRATOR. OTHER EXAMPLES OF PROFESSIONAL REFERENCE ARE ASSISTANT PRINCIPAL, DEPARTMENT HEAD / LEAD TEACHER, COLLEGE PROFESSOR. PERSONAL

RECOMMENDATIONS WILL NOT BE CONSIDERED. RECOMMENDATION FORMS ARE ATTACHED TO THE APPLICATION PACKET.

COURSE MATRIX

PRELIMINARY ADMINISTRATIVE SERVICES PROGRAM STANDARDS COURSE MATRIX

IN THE MATRIX BELOW DENOTE THE CANDIDATES' OPPORTUNITY TO LEARN AND MASTER THE COMPETENCIES LISTED. THE REQUIRED COURSE NAMES AND NUMBERS SHOULD GO ACROSS THE TOP OF THE MATRIX, REPLACING THE "COURSE TITLE AND NUMBER" TEXT BELOW. FOR EACH COMPETENCY, NOTE WHEN THE PROGRAM/CANDIDATE INTRODUCES (I), PRACTICES (P), AND ASSESSES (A) THE COMPETENCY. NOTATIONS MAY OCCUR UNDER MORE THAN ONE COURSE HEADING. EACH NOTATION SHOULD LINK TO A SPECIFIC PLACE IN THE SYLLABUS WITHIN THAT COURSE THAT DEMONSTRATES THAT THIS IS OCCURRING.

CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE)	<u>ED501: DIVERSE LEARNING COMMUNITIES</u>	<u>ED502: VISION OF TEACHING & LEARNING</u>	<u>ED503: FIELD EXPERIENCES</u>	<u>ED 504: EDUCATIONAL LEADERSHIP: HUMAN & ECONOMIC RESOURCES</u>	<u>ED 505: LEGAL FRAMEWORK & PERSONAL ETHICS</u>	<u>ED 506: ORGANIZATIONAL MANAGEMENT & SCHOOL GOVERNANCE</u>	<u>ED507: CULMINATING EXPERIENCE: CALAPA</u>
1A: DEVELOPING A STUDENT-CENTERED VISION OF TEACHING AND LEARNING	I	P, A	P, A				P, A
1B: DEVELOPING A SHARED VISION AND COMMUNITY COMMITMENT	I	P, A	P, A				P, A
1C: IMPLEMENTING THE VISION	I		P, A			P, A	P, A
2A: PERSONAL AND PROFESSIONAL LEARNING		I, P, A	P, A			P, A	P, A
2B: PROMOTING EFFECTIVE CURRICULUM, INSTRUCTION, AND ASSESSMENT		I, P, A	P, A			P, A	P, A
2C: SUPPORTING TEACHERS TO IMPROVE PRACTICE		I, P, A	P, A				P, A
2D: FEEDBACK ON INSTRUCTION		I, P, A	P, A			P, A	P, A
3A: OPERATIONS AND RESOURCE MANAGEMENT			P, A	I, P, A			P, A
3B: MANAGING ORGANIZATIONAL SYSTEMS AND HUMAN RESOURCES			P, A	I, P, A			P, A
3C: MANAGING THE SCHOOL BUDGET			P, A	I, P, A			P, A
4A: PARENT AND FAMILY ENGAGEMENT	I, P		P	I, A	P		P, A
4B: COMMUNITY INVOLVEMENT	I, P		P	I, A	P		P, A
5A: REFLECTIVE PRACTICE			P, A		I, P, A		P, A
5B: ETHICAL DECISION-MAKING			P, A		I, P, A		P, A
5C: ETHICAL ACTION			P, A		I, P, A		P, A
6A: UNDERSTANDING AND COMMUNICATING POLICY			P, A		I, P, A	I, P	P, A
6B: REPRESENTING AND PROMOTING THE SCHOOL			P, A		I, P, A	I, P	P, A

PROFICIENCY ALIGNMENT MATRIX

PRELIMINARY ADMINISTRATIVE SERVICES PROGRAM PROFICIENCY ALIGNMENT MATRIX

ASC CAPES	501 DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL, & SOCIAL IMPLICATIONS	502 VISION OF TEACHING & LEARNING: INSTRUCTION & STUDENT ACHIEVEMENT	504 EDUCATIONAL LEADERSHIP: HUMAN & ECONOMIC RESOURCES	505 LEGAL FRAMEWORK & PERSONAL ETHICS	506 ORGANIZATIONAL MANAGEMENT & SCHOOL GOVERNANCE	507 EDUCATIONAL LEADERSHIP PROJECT SEMINARS; EDUCATIONAL LEADERSHIP PROJECT; CALAPA ALIGNED	503 FIELD EXPERIENCE
1: DEVELOPMENT & IMPLEMENTATI ON OF A SHARED VISION EDUCATION LEADERS FACILITATE THE DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION OF LEARNING AND GROWTH OF ALL STUDENTS.	X	X			X	X	X
2: INSTRUCTION AL LEADERSHIP EDUCATION LEADERS SHAPE A COLLABORATIVE CULTURE OF TEACHING AND LEARNING INFORMED BY PROFESSIONAL STANDARDS AND FOCUSED ON STUDENT AND PROFESSIONAL GROWTH.		X	X		X	X	X

ASC CAPES	501 DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL, & SOCIAL IMPLICATIONS	502 VISION OF TEACHING & LEARNING: INSTRUCTION & STUDENT ACHIEVEMENT	504 EDUCATIONAL LEADERSHIP: HUMAN & ECONOMIC RESOURCES	505 LEGAL FRAMEWORK & PERSONAL ETHICS	506 ORGANIZATIONAL MANAGEMENT & SCHOOL GOVERNANCE	507 EDUCATIONAL LEADERSHIP PROJECT SEMINARS; EDUCATIONAL LEADERSHIP PROJECT; CALAPA ALIGNED	503 FIELD EXPERIENCE
			X			X	X
3: MANAGEMENT AND LEARNING ENVIRONMENT EDUCATION LEADERS MANAGE THE ORGANIZATION TO CULTIVATE A SAFE AND PRODUCTIVE LEARNING AND WORKING ENVIRONMENT.			X			X	X
4: FAMILY AND COMMUNITY ENGAGEMENT EDUCATION LEADERS COLLABORATE WITH FAMILIES AND OTHER STAKEHOLDERS TO ADDRESS DIVERSE STUDENT AND COMMUNITY INTERESTS AND MOBILIZE COMMUNITY RESOURCES.	X		X	X		X	X

ASC CAPES	501 DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL, & SOCIAL IMPLICATIONS	502 VISION OF TEACHING & LEARNING: INSTRUCTION & STUDENT ACHIEVEMENT	504 EDUCATIONAL LEADERSHIP: HUMAN & ECONOMIC RESOURCES	505 LEGAL FRAMEWORK & PERSONAL ETHICS	506 ORGANIZATIONAL MANAGEMENT & SCHOOL GOVERNANCE	507 EDUCATIONAL LEADERSHIP PROJECT SEMINARS; EDUCATIONAL LEADERSHIP PROJECT; CALAPA	503 FIELD EXPERIENCE
				X		X	X
5: ETHICS AND INTEGRITY EDUCATION LEADERS MAKE DECISIONS, MODEL, AND BEHAVE IN WAYS THAT DEMONSTRATE PROFESSIONALISM, ETHICS, INTEGRITY, JUSTICE, AND EQUITY AND HOLD STAFF TO THE SAME STANDARD.				X		X	X
6: EXTERNAL CONTEXT AND POLICY EDUCATION LEADERS INFLUENCE POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXTS AFFECTING EDUCATION TO IMPROVE EDUCATION POLICIES AND PRACTICES.				X	X	X	X

COURSE	COMPETENCY-BASED ARTIFACTS
501 DIVERSE LEARNING COMMUNITIES: POLITICAL, CULTURAL, & SOCIAL IMPLICATIONS	SCHOOL CULTURE PLAN AND GOAL PLANNING: DEVELOP AND DELIVER A PRESENTATION FOR YOUR ENTIRE STAFF THAT INTRODUCES THEM TO YOUR BIG GOAL, VISION, FOCUS, AND EXPECTATIONS.
502 VISION OF TEACHING & LEARNING: INSTRUCTION & STUDENT ACHIEVEMENT	SCHOOL INSTRUCTION IMPROVEMENT PLAN: DELINEATE FIVE REALISTIC IDEAS THAT YOU WOULD IMPLEMENT TO RAISE ACADEMIC ACHIEVEMENT.
503 FIELD EXPERIENCE	LEADERSHIP PRACTICE TOOL MID-YEAR AND END-OF-YEAR EVALUATION CANDIDATE ASSESSMENT RUBRIC CANDIDATE SELF-ASSESSMENT RUBRIC PROGRAM EVALUATION – COACH PROFESSIONAL DISPOSITIONS CHECKLIST
504 EDUCATIONAL LEADERSHIP: HUMAN & ECONOMIC RESOURCES	PROFESSIONAL LEARNING COMMUNITY: PARTICIPATE IN SCENARIOS INVOLVING POWER STRUGGLES AND ANALYZING CASE STUDIES TO DISCUSS ALTERNATIVE STRATEGIES.
505 LEGAL FRAMEWORK & PERSONAL ETHICS	MOCK SCHOOL BOARD PRESENTATION: PARTICIPATION ON CANDIDATE’S ABILITY TO EFFECTIVELY RESPOND TO FOLLOW-UP QUESTIONS, AND THEIR PUBLIC SPEAKING AND ADVOCACY STYLE.
506 ORGANIZATIONAL MANAGEMENT & SCHOOL GOVERNANCE	SHARED VISION - COMMUNITY PROJECT: WORK WITH THE GOVERNING BOARD AND DISTRICT AND/OR LOCAL LEADERS TO EXPLORE AND CREATE EFFECTIVE STRATEGIES FOR WORKING WITH THE SCHOOL COMMUNITY TO ENSURE SHARED SCHOOL LEADERSHIP.
507 EDUCATIONAL LEADERSHIP PROJECT SEMINARS; EDUCATIONAL LEADERSHIP PROJECT; CALAPA ALIGNED	EDUCATIONAL LEADERSHIP PROJECT: DEVELOP AN ACTION-BASED PLAN TO MEET ORGANIZATION PRIORITIES DETERMINED BY DISTRICTS AND SITE LEADERS THROUGH THE PROCESS OF: INVESTIGATE, PLAN, ACT, AND REFLECT AS ALIGNED TO THE CALAPA LEADERSHIP CYCLE.

CONTACT INFORMATION

PHYSICAL ADDRESS – HOME OFFICE:

FORTUNE SCHOOL OF EDUCATION
2890 GATEWAY OAKS DR. SUITE 100
SACRAMENTO, CA 95833

PHONE NUMBER:

(916) 924-8633

FAX NUMBER:

(916) 924-8664

WEBSITE:

[HTTP://WWW.FORTUNESCHOOLOFED.ORG](http://www.fortuneschoolofed.org)

HIGHER EDUCATION DEPARTMENT CONTACTS:

DIRECTOR OF TEACHER EDUCATION

DR. KRISTY PRUITT

(916) 924-8663 EXT. 120

KPRUITT@FORTUNESCHOOL.US

COORDINATOR OF TEACHER EDUCATION & CREDENTIAL ANALYST

CARMY PRESTON

(916) 924-8663 x104

CPRESTON@FORTUNESCHOOL.US

COORDINATOR OF FIELD EXPERIENCES & FACULTY MEMBER

DR. HELEN ANDERSON-CLARK

(916) 924-8633 x126

HANDERSONCLARK@FORTUNESCHOOL.US