EDLD 6804, 6805; 6806: Intern Fieldwork Experience Fall, Winter, Spring, 2017 - 2018

Instructor: 
Telephone: 
Office: 
E-mail: 

<table>
<thead>
<tr>
<th>Course</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 6804, 05 &amp; 06: Intern Fieldwork Experience</td>
<td>TBA</td>
<td>Intern’s Worksite</td>
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<td>Office Hours</td>
<td>Mondays - Friday</td>
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Text(s): No Text Required - Materials will be posted on Blackboard for student use.

Course Syllabus

Department of Educational Leadership Mission and Values

The mission of the Department of Educational Leadership (DEL) is to prepare and influence bold, socially responsible leaders who will change the world of schooling. Our central role is to ignite the leadership capacity needed to create vital, democratic and caring places for powerful teaching and learning. The Values and Beliefs of the department form the basis for challenging assumptions about traditional forms of educational leadership.

Social Justice Principles

This course partially addresses the following ELSJ Social Justice Principles:

- A practice of reflection that consistently calls into question discrimination, and oppression in all their forms, thus engendering an environment of social justice;
- A value for the integration of the perspectives of people of different races, classes and gender into all issues, analyses, and decision making.

Course Description

EDLD 6804 - 06 is a three-course series needed to satisfy the requirements for your Preliminary Services Credential. Intern Fieldwork, in the CSUEBs Tier I administrative credentialing program is designed as an action-based collaborative activity involving you, your Site /District Administrator/mentor, and your University Fieldwork Coach. This partnership is designed so as to ensure you receive practical, on-the-job experiences in school administration and leadership.

Thus, the purpose for our field experience sequence is to provide you with an opportunity to investigate the knowledge and research perspectives gained through academic coursework with empirical considerations within the school site or district environment. However, the focus of this integration may take many forms depending on your current administrative role and/or career goals,
the needs of your worksite and/or district, and the requirements by CTC and our Tier 1 Program. However, remember you will profit most from your fieldwork experience if you use it to build your leadership capacity, rather than repeat previous experiences or familiar assignments.

As you develop, implement, and reflect upon your fieldwork experiences, you will have an opportunity to continue building essential skills, insight, and knowledge required of an effective educational leader in our urban and suburban schools. Therefore, your University fieldwork coach will support you as you tackle a current issue/problem at your worksite or district.

**Fieldwork Expectations**
To further deepen an understanding of school leadership, **all candidates are required** to participate in school administrative and/or leadership experiences at a school site or the district. The fieldwork is designed for practical, applied learning, to you provide with an opportunity to: expand your leadership skills; broaden your experience and competence; and to apply, test, and refine your work in you cohort of class.

**Outcomes**
By the end of the three- course sequence, it is expected that interns will:
- Gain experience in establishing, planning and conducting meetings.
- Develop skills in establishing, nurturing, delegating, and monitoring teacher leadership.
- Develop strategies to modify instruction and curriculum to advance student achievement.
- Understand the relationship between effective teaching, professional development, and student achievement.
- Develop strategies to gain involvement of adult stakeholders (including classroom teachers, specialists, support staff, and parents) in efforts to improve student achievement.
- Apply effective communication techniques in working with all stakeholders.

**Roles and Responsibilities**
The candidate, District Supervisor, and University Coach share responsibility for creating a meaningful field experience. Mutual respect, cooperation, and open communication will create a supportive relationship between these individuals. The quality of the field experience depends upon this interaction.

**The Graduate Student**
Students are expected to fulfill all fieldwork requirements set forth in the course syllabus. If there are unforeseen circumstances that arise, it is the student’s responsibility to contact their University Coach as soon as possible to inform them of the circumstances.

**The District Supervisor/ Mentor**
The District/Site Supervisor is a practicing administrator within the student intern’s school district. At the beginning of the first semester of the field experience, the student intern will identify a practicing administrator within their district who will provide appropriate support for supervision of the field experience. The district supervisor/mentor must fully understand the importance of the field experience and program, and support the candidate’s need to engage in frequent, ongoing conferences with him/her to review progress and plans related to the completion of all fieldwork tasks. He or she should create a climate that facilitates successful experiences for the candidate.
**The University Coach**

The University Coach shares responsibility for ensuring a meaningful field experience and appropriate support for each student intern. This is accomplished in cooperation with the District Supervisor as well as with the student intern.

In order to accomplish these responsibilities, the University Coach will:

- Meet frequently with the candidate to discuss issues and progress in the development of the candidate’s leadership capacities.
- Schedule a minimum of two 3-way meetings with the candidate and District Supervisor/mentor at the beginning of the Fall Quarter and at the end of the Spring Quarter. In the Fall, the University Coach will:
  - Review the Fieldwork course with the District Supervisor/mentor
  - Discuss an appropriate Year Long Leadership Project
  - Discuss the administrative activities that the student must complete.
  - Establish contact information
  - Arrange, as needed, for other opportunities in support of the candidate’s field experience
- Evaluate Intern’s required reflections. This would include timely feedback for work submitted via Blackboard for assessment and evaluation of the required tasks.
- Consult with the District Supervisor/mentor, review progress toward completion of the authentic leadership tasks, and evaluate the total field experience to ensure attainment of the six areas of competency.

In the Spring Quarter, the University Coach will:

- Schedule a final triad meeting between the intern, District Supervisor/mentor, and the University Coach to summarize the total field experience.
- The 45-60 minute meeting should provide the candidate a forum for reflection, an opportunity to highlight valuable leadership experiences, and identify next steps for future growth and development, and complete the End of Year Fieldwork Evaluation.

**Fieldwork Expectations**

Your fieldwork is a critical part of the Tier I program. In collaboration activity with your University Coach and your site or district administrator mentor, your fieldwork is designed to provide you with practical, on-the-job experiences in school administration and leadership. These experiences will help in providing leadership experiences, to prepare you to obtain an administrative position and/or build upon your intern experience if you are currently in an intern position.

In developing, implementing and reflecting upon your fieldwork experiences, remember that this is an opportunity to build essential skills, insight, and knowledge of the multiple aspects of educational administration. However, you will profit most if you use it to broaden your capacity and comfort level, rather than simply repeating previous experiences, familiar assignments, and/or tasks.

There is a set of standards you will find useful as a conceptual framework in planning and guiding your fieldwork experiences - the California Administrative Performance Expectations, (CAPEs). These expectations will be discussed throughout the year as they encompass six areas of leadership and administrative competence. As part of our mission to translate these competencies into impact statements describing leadership for equity and achievement, our department has integrated and strengthened these
with essential questions.

**Fieldwork Activities**

This part of your fieldwork will include a variety of discrete activities that have been given to you. You will work with your university coach to determine how you can best meet these requirements. The designated activities are designed to give breadth to your school experience and provide you with at least some experience in the many duties of an educational leader in our urban and suburban schools/districts. Therefore, the stated fieldwork objectives include experiences in the six competency areas required by the California Administrator Performance Expectations (CAPEs). In addition, the Fieldwork Activities template is a plan and can be adjusted throughout the year, based on your opportunities, access, and situation to the tasks identified on the template. In addition to providing you with a cross-section of leadership experiences, the activities you participate in will help in your preparations for an interview for an administrative, or if you are seeking a new position. Thus, your fieldwork activities should specifically address your needs and to prepare you as much as possible for future leadership/administrative responsibilities. To obtain full benefits of this expectation, the quality of your fieldwork activities can be used as an opportunity to encounter new perspectives, work with colleagues in new ways, strengthen your “voice” and visibility, and to see your school and district within the broader context of leadership issues. Your site or district -level mentor’s role is to help you gain the experiences you need, to debrief as you go, to provide you with feedback as you experience each activity, and to share his/her own decision-making processes and perspectives with you throughout the year. In many ways your site/district mentor will be one of your most important coach in this program.

Because we want to ensure that you have a breadth of short-term experiences that represent the various facets of school administration, the Fieldwork Activities template that you will use provides you with essential leadership experience areas. However, if you feel that you already have extensive leadership experience in any one of the areas, please discuss this with your University coach. You may also propose an alternative experience within an area. Your University coach must approve of alternative activities before you engage in any alternative experiences.

**Leadership Project**

Your second area of fieldwork planning and experience is a longer term activity and requires you to develop and implement a project in which you provide key leadership for an aspect of school or program improvement during the year. Your leadership must also include working with other adults, planning, communication within your school community, and action to achieve results. Some examples: leading an effort to develop parent or community engagement; leading a major curriculum or assessment project; development of a technology program for your school; developing/strengthening the use of disaggregated student data to assess programs; developing an after school or intervention program, etc.

To ensure that your project is based on the current needs of your site/district, the following criteria is useful in selecting a Leadership Project:

- It is real, meaningful work of the school, district or institution in which you work. That is, you will make a contribution to the goals of your institution by doing this work.
- It requires you to work as a leader with others to accomplish your goals
- It is a long-term project – roughly the length of the school year. We understand that some
projects will require more activity at one time of the year or another but it should not be something that only lasts a couple of months.

☐ It requires you to broaden your knowledge, skills, and experience to acquire new and more effective leadership skills, yet it is doable within the context of your current responsibilities.

☐ It provides you with the kind of leadership experience that will better prepare you for roles you hope to pursue in the future.

**Documenting Your Fieldwork Experiences**

As you complete the tasks in your Fieldwork Activities and activities in your Leadership Project you must document the time spent on each and include notes (e.g. what was learned or accomplished or questions raised, etc.) in the comments section. Keep all “artifacts” (e.g. agendas, communications, participant reflections and or evaluations, etc.) and notes so you will be prepared to discuss and document your work with your university coach (and others). In addition, these artifacts can be used in your end-of-the year portfolio.

**Meetings with your University Coach and Site or District Mentor**

Early in your first quarter you will meet with your University Coach and your site or district mentor to outline your Fieldwork Activities and Leadership Project. You will be expected to “check in” with your site or district administrator/mentor throughout the year. You will meet again with both your University Coach and your site or district administrator/mentor at the end of the third quarter to discuss your leadership development as evidenced in your Fieldwork Activities and Leadership Project. During this time you will collaboratively assess your growth based on the six CAPEs

**University Fieldwork Coach**

Your University Coach will support you in the development and monitoring of your fieldwork activities and leadership project. You will be expected to provide your coach with an update on your Leadership Project and Fieldwork Activities each quarter and each quarter you will choose significant fieldwork experiences and write reflections or case studies to be shared with your University coach.

☐ At least one reflection/case study during the first quarter and

☐ Two reflections/case studies each of the following two quarters

A **reflection** should focus on an area that you are less knowledgeable about at the beginning of this year and should include:

☐ A brief description of the activity,

☐ A description of your role in the activity

☐ A summary of what you learned that will be useful to you in a leadership position (this may include both what you would do likewise in a similar situation or what you would do differently).

☐ Any questions about leadership you are left with as a result of this activity

**OR**

A **case study** should include:

☐ Essential details about a specific, provocative leadership experience.

☐ Thoughtful questions to be considered by a leader.

☐ Your initial analysis, concerns, and recommendations as well as any further questions you
have about leadership in this situation.

A reflection or case study should be 1-2 pages long. You will want to save your reflections or case studies for possible inclusion in your portfolio at the end of the program. Also maintain documents from your activities in Fieldwork Activities, as well as your Leadership Project, to include in your portfolio at the end of the year.

Meeting Dates and Times
Students and their University Coaches will formally meet once together with the school site supervisor at the beginning of the Fieldwork course in mid Fall Quarter and again near the end of the Spring Quarter. All other meeting between the student and their University Coach will be scheduled monthly.

Course Assignments
The following assignments/activities are required of all candidates. All work must be posted on Blackboard. (See Course Scope and Sequence) Therefore, each candidate will:

- Identify and complete a Yearlong Leadership Project
  - Complete and update the Yearlong Leadership Template each quarter and post on Blackboard.
- Identify and record appropriate Leadership Activities
  - Maintain an up-to-date and on-going Yearlong Activities document and each quarter post on Blackboard.
- Complete Quarterly Fieldwork Reflections
  - Post on Blackboard the designated number of reflections required
- Optional: Throughout the academic students can elect have an In-Depth Leadership Conversation/Reflection with their University Coach.
- All work is expected to reflect graduate-level writing and adhering to the current APA Manual Style.

Grading and Assessment Tools

- Field Experience is a credit/no credit course. Therefore, to receive credit, all assignments must be completed and posted on Blackboard.
- CR is given for complete work that meets expected standards.
- The grade of Incomplete (“I”) is given if work is incomplete, but reasonable progress is being made towards satisfactorily completing required assignments for that quarter
- NC is given if work does not meet expected standards.

Rubric for Fieldwork Reflections:

<table>
<thead>
<tr>
<th>Minimal</th>
<th>Partial</th>
<th>Clear</th>
<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reflection only identifies what was observed, when the observation was done, and who participated, without attention to Rigor &amp; Relevance (see below)</td>
<td>Reflection included what is listed under Minimal, but did include a more detailed description of observation. With no Rigor &amp; Relevance</td>
<td>Reflection included all elements of Minimal and Partial, and demonstrated attention to Rigor &amp; Relevance (See below): Quadrant C “Assimilation” and D “Adaptation”</td>
<td>Reflection demonstrated Rigor &amp; Relevance over all four quadrant descriptions (See below): C “Assimilation” D “Adaptation”, A “Acquisition, and B “Application”</td>
</tr>
</tbody>
</table>
**Reflections are Rigorous & Relevant as defined in the Quadrant below:**

<table>
<thead>
<tr>
<th>Quadrant C–Assimilation</th>
<th>Quadrant D–Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students extend and refine their acquired knowledge to be able to use the knowledge automatically and routinely to analyze and solve problems and create solutions.</td>
<td>Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant A–Acquisition</th>
<th>Quadrant B–Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.</td>
<td>Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.</td>
</tr>
</tbody>
</table>

**End of the Year Evaluation**

Candidate’s name: ________________________________________
University Coach’s name: __________________________________
Site/District Mentor’s name: ________________________________

This form is to be completed during the final meeting with the candidate, site mentor, and university coach. In addition to the following rubric scores for each California Administrator Performance Expectations (CAPE) area, please provide a comment on the candidate’s overall strengths as well as areas for further professional growth. You may include suggestions for next steps. A comment space is provided after the CAPE descriptions.

**CAPE 1: Development and Implementation of a Shared Vision**
A new administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Response Legend: Circle one**

1. Unacceptable progress  
   2. Developing Capability  
   3. Approaching capability  
   4. Entry-level capability

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

**Response Legend: Circle one**

1. Unacceptable progress  
   2. Developing Capability  
   3. Approaching capability  
   4. Entry-level capability
CAPE 3: **Management and Learning Environment**
A new administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Response Legend: Circle one**

CAPE 4: **Family and Community Engagement**
A new administrator is an educational leader who promotes the success of all students by collaborating with families and community resources, and understands the benefits and regulations pertaining to their involvement.

**Response Legend: Circle one**

CAPE 5: **Ethics and Integrity**
A new administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity, and how their actions affect others and influence progress towards school goals.

**Response Legend: Circle one**

CAPE 6: **External Context and Policy**
A new administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Response Legend: Circle one**

**COMMENTS:**
What are the candidate’s strengths?
What are the candidate’s areas for professional growth?
Suggestions for next steps:
Additional Comments:
Course Scope and Sequence  
Fall Quarter – EDLD 6804

*Assignment 1: Yearlong Leadership Project Plan  
Task F1: Yearlong Leadership Project Description  
- Download the Leadership Project Plan Description template from Blackboard  
- Identify a leadership project that will allow you to experience an aspect of educational administration complementary to your current assignment; outside your regularly assigned duties; or augments your current assignment.  
  - Meet with your site/district mentor and your university coach to discuss your proposed Yearlong Project  
- Once your site/district mentor and your University coach approve your Yearlong Project, complete the Yearlong Leadership Description Template (found in Blackboard) to document your selected project.  
- Save a copy of your work on your computer  
- Post the completed document on Blackboard a.s.a.p.

Task F2: Yearlong Leadership Project Report  
- Throughout the quarter you are responsible for continuing to work towards the completion of your proposed leadership project.  
- Download the Yearlong Leadership Project template from Blackboard  
  - Document your progress you have made regarding your project on the form  
  - Save a copy of your work, thus far, on your computer. Each quarter you will update your leadership progress on this form  
  - Post your work, thus far, on Blackboard.

*Assignment 2: Yearlong Leadership Activities  
Task F3: Yearlong Leadership Activities  
- Throughout the year you will document your activities in an area specified on the Yearlong Activities template available on Blackboard.  
  - Document the activities you have participated in during the Fall Quarter.  
    - As you address each experience listed on the template, enter the required information  
  - Save a copy of your work, thus far, on your computer. Each quarter you will update your activities completion on this form (Suggestion: Use a different color ink each quarter.)  
  - Post the Yearlong Activities Sheet on Blackboard at the end of the quarter

*Assignment 3: Yearlong Fieldwork Reflections  
Task F4: Complete one (1) Reflection  
- Select one of the activities (either from your Leadership Project or your Activities) that you experienced this quarter. Write a reflection on that selected activity. The **reflection** should focus on an area that you are less knowledgeable about at the beginning of this year and must include:  
  - A brief description of the activity,  
  - A description of your role in the activity
A summary of what you learned that will be useful to you in a leadership position (this may include both what you would do likewise in a similar situation and what you would do differently).

Any questions about leadership you are left with as a result of this activity.

Post on Blackboard

***Optional Assignment 5: In-Depth Leadership Reflection***
(Optional and ungraded and can take place at any time throughout the academic year)

Task F5: In-Depth Leadership Reflection

- Administrative interns are encouraged to have a reflective conversation with their University Coach (and/or site/district mentor) regarding their administrative experiences, thus far. Listed, but not limited to suggestions are ideas for a reflective conversation. (This task is ungraded, but can serve to sharpen your interview skills)

- Select a teacher observation you did this year. Using your observation notes be prepared to identify areas where the teacher needed to improve; what evidence you used to identify these areas as needing improvement; how you communicated these areas of need to the teacher; and finally what improvement plan did you and the teacher develop to address these areas.

- Select a disciplinary incident that you handled. Be prepared to discuss the details of the incident, how you determined what action to take, and what follow-up was required. In addition, be prepared to discuss contact with the referring teacher and the parent of the student.

- Discuss resources available to the school related to fiscal and/or human resources, facilities, and communications that. Be prepared to discuss ways in which your site can more effectively use the specified resource and ideas for short and long-term strategies for improvements; the collaborative team to look into the issue/problem; outside resources could be pursued; and reporting back to the school community.

- Discuss your school’s parental/community involvement. Be able to speak to what you see as the strengths and weakness of the school’s current policies, practices, and partnerships. Be able to discuss the data that validates your assessment in order to articulate how effective your current site/district plan is, as well as the areas continuing in need of improvement and/or advancement.

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## Course Scope and Sequence

**Winter Quarter - EDLD 6805**

*Assignment 1: Yearlong Leadership Project Plan*

Task W1: Update your Yearlong Leadership Project

- Continue to work on your Yearlong Leadership Project
- Using your document from the Fall Quarter, update your Yearlong Leadership Project with new elements towards the completion of your project
- Repost your Yearlong Project Plan on to Blackboard

*Assignment 2: Yearlong Leadership Activities*
Task W2: Update the Yearlong Fieldwork Activities
- Continue to work on completing the required fieldwork activities
- Using the same Yearlong Activities document from the Fall Quarter update with activities you have completed during the Winter Quarter. You may find yourself updating the same/similar activity with additional or new information

*Assignment 3: Yearlong Fieldwork Reflections
Task W3: Complete two (2) Reflections
- Select two activities that you experienced thus far. Your reflection should focus on two areas that you are less knowledgeable about and must include:
  - A brief description of the activity
  - A description of your role in the activity
  - A summary of what you learned that will be useful to you in a leadership position (this may include both what you would do likewise in a similar situation and what you would do differently)
  - Any questions about leadership you are left with as a result of this activity
- Post on Blackboard

* **Optional Assignment 4: In-Depth Leadership Reflection

Task W4: In-Depth Leadership Reflection (See Fall Quarter Assignment 5)

Course Scope and Sequence
Spring EDLD 6806

*Assignment 1: Yearlong Leadership Project
Task S1: Update the Yearlong Leadership Project
- Continue to work on their Yearlong Leadership Project
- Finalize your updates for the work you have completed on your Yearlong Leadership Project started in the Fall Quarter
- Using the same document from the Fall and Winter Quarters add the new elements of the project that have been completed
- Repost your Yearlong Project on Blackboard.

*Assignment 2: Yearlong Leadership Activities
Task S2: Update the Yearlong Leadership Activities
- Using the same Yearlong Activities document from the Fall/Winter Quarters, finalize your updates with activities you have completed this quarter.
- Repost your final document on Blackboard

*Assignment 3: Yearlong Fieldwork Reflections
Task S3: Complete two (2) Reflections
- Select two of the activities that you experienced during the academic year. Your reflections should focus on two areas that you are less knowledgeable about and must include:
- A brief description of the activity
- A description of your role in the activity
- A summary of what you learned that will be useful to you in a leadership position (this may include both what you would do likewise in a similar situation and what you would do differently)
- Any questions about leadership you are left with as a result of this activity
  - Post on Blackboard

*Assignment 4: In-Depth Leadership Reflection
  Task S4: In-Depth Leadership Reflection (See Fall Quarter Assignment 5)
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Reflection/Case Study Fall Quarter</strong></td>
<td>10/31/2016</td>
</tr>
<tr>
<td><strong>Leadership Project Description</strong></td>
<td>11/11/2016</td>
</tr>
<tr>
<td><strong>Fieldwork Activities Updated</strong></td>
<td>11/30/2016</td>
</tr>
<tr>
<td><strong>Leadership Project Updated</strong> (Elementary Form B; Secondary Form C)</td>
<td>11/30/2016</td>
</tr>
<tr>
<td><strong>Second Reflection/Case Study Winter Quarter</strong></td>
<td>1/13/2017</td>
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<tr>
<td><strong>Third Reflection/Case Study Winter Quarter</strong></td>
<td>2/17/2017</td>
</tr>
<tr>
<td><strong>Fieldwork Activities Updated</strong></td>
<td>2/24/2017</td>
</tr>
<tr>
<td><strong>Leadership Project</strong> (Elementary Form B; Secondary Form C)</td>
<td>2/24/2017</td>
</tr>
<tr>
<td><strong>Fourth Reflection/Case Study Spring Quarter</strong></td>
<td>4/14/2017</td>
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<tr>
<td><strong>Fifth Reflection/Case Study Spring Quarter</strong></td>
<td>5/5/2017</td>
</tr>
<tr>
<td><strong>Fieldwork Activities Completed</strong></td>
<td>5/26/2017</td>
</tr>
<tr>
<td><strong>Leadership Project Completed</strong> (Elementary Form B; Secondary Form C)</td>
<td>5/26/2017</td>
</tr>
<tr>
<td><strong>Final Meeting between University Coach, Site Mentor, and Student</strong></td>
<td>To be completed by 6/5/2017</td>
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</tbody>
</table>
California Administrative Performance Expectations (CAPEs)

The California Administrator Performance Expectations (CAPEs) give candidates the opportunity to articulate their personal and professional understanding in relation to each of the six CAPE categories. Through the examination of the sociocultural contexts of education that frame the CAPEs, this course will introduce emerging leaders to some of the theoretical and practical frameworks necessary for the development of school leaders for social justice. Through this lens, emphasis is placed on critical inquiry, collaborative learning, and personal reflection as a means to develop the foundational practices required to embody the attributes needed to emerge as bold and responsible leaders who tirelessly advocate for equitable outcomes for all students, but particularly for students who are marginalized in our schools and society.

The CAPEs guide the work of all Tier 1 administrative candidates in California that encompasses six areas of leadership and administrative competence. To assist our Preliminary Services Credential candidates in their administrative journey, our department has integrated and strengthened the CAPEs by complimenting the following competencies into impact statements describing leadership for equity and achievement. Students should use the CSUEB’s essential questions, tailored for each CAPE, as a guide to frame their fieldwork experience and to ensure their leadership activities reflect the performance standards set forth by CTC. While each CAPE is unique, students may also elect to focus their leadership project on one, or an integration of more than one CAPE.

CAPEs Summary

CAPE 1: Development and Implementation of a Shared Vision  (Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students)

Essential Question: What are powerful ways to include and energize everyone to share responsibility for equity and better results for all students?

CAPE 2: Instructional Leadership  (Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth)

Essential Question: What difference are we making and for which students? From whose perspective? What skills and support do I need to take risks and lead for equity?

CAPE 3: Management and Learning Environment  (Education leaders manage the organization to cultivate a safe and productive learning and working environment)

Essential Question: How are we doing at focusing resources and energy where they will make the most difference to the quality of teaching and learning?

CAPE 4: Family and Community Engagement  (Education Leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources)

Essential Questions: Who belongs and who has influence and who does not?

CAPE 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)

Essential Questions: How does it feel to work, learn, participate, and live here? Whose perspective?

CAPE 6: External Context and Policy  (Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve policies and practices)

Essential Question: How are we engaging outside resources, forces, and relationships to assist us in understanding what changes are needed to get the desired results we desire.
University Policies

University Writing Skills Requirement

“The CSU system requires all students to demonstrate writing competency.” You may satisfy the University Writing Skills Requirement (UWSR) by:

1. Satisfactorily completing the Graduation Writing Assessment Requirement for a previous degree from CSUEB or another CSU - or qualified for an exemption based on test scores; or
2. Scoring 53 or higher on the writing portion of the CBEST; or
3. Scoring 4.5 or higher on the analytic writing portion of the GRE General Test; or,
4. Scoring 4.5 or higher on the writing portion of the GMAT; or
5. Scoring a passing grade on the Equity Plan.

Students meeting one of the above conditions will be reported as having fulfilled the University Writing Skills Requirement. http://www.csueastbay.edu/af/departments/as/

Students with Disabilities

“If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with the Accessibility Services.”

Academic Dishonesty

By enrolling in this class the student agrees to uphold the standards of academic integrity described at http://www20.csueatbay.edu/academic/academic-policies/academic-dishonesty.html

Emergency Procedures

California State University, East Bay is committed to being a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, and terrorist attack) may be found at http://www.aba.csueastbay.edu/EHS/emergency_mgmt.htm