

**EAD 261 Competency Task 1 (Field Experience): Leadership in Action  
Grading Criteria**

**1 – Not Competent      2- Somewhat Competent      3- Competent**

Criteria	Descriptors	Competency Level 1-3
<b>Content: <u>Background (Introduction)</u></b>	Purpose statement builds context for the writer’s position on 21 <sup>st</sup> century leadership. Detailed background information profiles and connects the Principal, stakeholders, school and community.	
<b>Content: <u>Interview Experience</u></b>	Discussion and analysis of Principal interviews are woven together to frame and clearly depict the Principal as manager and leader of a school.  The Principal’s voice is evident throughout and used to describe, clarify, create understanding, support findings and explain the role and responsibilities of the Principal.	
<b>Content: <u>Vision, Goals, Improvement Plans</u></b>	Clear connections are drawn and thoroughly discussed regarding the relationship between the leader’s use of school vision and goals to formulate and drive long and short-term plans, including LCAP, SPSA, ELAC and/or Charter, Perkins and/or school-wide grants.	
<b>Content: <u>Professional Learning and Capacity Building</u></b>	Clear connections are drawn between the role professional learning plays in student academic success, including opportunities for teachers to collaborate in professional learning groups, or PLCs.  Analysis includes discussion regarding the role classroom observations and coaching play in development of teacher capacity.	
<b>Content: <u>CAPEs</u></b>	Clear connections are drawn between (CAPEs) and Principal interview responses to explain how the leader is able to influence and contribute to school success, including the role communication plays in school success.  Discussion delineates interview responses referenced in CAPEs from CAPEs not evidenced and speculation made regarding non-documented CAPEs.	
<b>Content: <u>Laws and Regulations</u></b>	Discussion provides examples to explain how laws, policies and regulations, selected for discussion, impact and influence principal’s decisions, as leader and manager of a school.  Important relationships are drawn, and references are made to role/responsibilities of the Principal and interview (field) experience.	
<b>Content: <u>Conclusion</u></b>	Conclusion: Draw connections using qualitative (interview) data, research and the Fullan text (chapter 1 and 2). In addition, review CAPEs, important laws and state/district policies/regulations that impact and guide Principal decisions as leader and manager of a school.  Reflect on key leadership learnings, insights, and questions generated based on your position of the qualities of a 21 <sup>st</sup> century leader.	
<b>Structure, Grammar and Organization</b>	Writing applies appropriate grammar, punctuation and APA guidelines. Transition statements are used to draw the reader back to the original argument or position of the writer. References page includes research, readings and data sources.	

	Multiple forms of data and evidence are referenced/cited in paper and available in Appendix, including interview questions and responses, documents and important laws and/or regulations related to management and leadership of a school facility.	
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