

**COMPETENCY TASK #3**  
**School Improvement (Act)**  
*(Fieldwork)*

**CAPE Standards 1A, 1B, 1C, 2A, 3C, 5B, 5C 6A, 6B**

**DUE: See Course Schedule and Assignment Calendar for Dates**

**Description**

Planning for School Improvement and Promoting Equity (from Template)

1. Based on the problem statement and identified area of educational need, develop potential strategies for equitable student and school improvement.
2. Solicit targeted feedback from a key stakeholder(s) regarding the feasibility of your potential strategies to address the single equity gap for a group of students.
3. Explain how you would adapt your potential strategies for equitable student and school improvement based on the targeted feedback you received.

***Evidence/Direct Measure:***

- Written Narrative/Rubric Below

**Fresno State PASC Program  
Competency Task Rubric**

<b>Criteria</b>	<b>Advanced Proficiency (3)</b>	<b>Proficiency (2)</b>	<b>Partial Proficiency (1)</b>
<b>Quality of response and CAPEs alignment</b>	Demonstrates deep critical thinking, reflection, and application of all competency task (CT) components; strong alignment with CAPEs.	Demonstrates reflection and application of all CT components; general alignment to CAPEs.	Some reflection and application of CT; minimal alignment to CAPEs.
<b>Understanding and application of learning material (i.e., research, course texts and class resources) and theories, where appropriate (i.e., Equity Driven Leadership, Adult Learning)</b>	Demonstrates deep understanding and application of learning material and related theories	Demonstrates understanding and application of learning material and related theories.	Limited understanding and application of learning material and/or related theories.
<b>Academic style and Grammar (APA)</b>	Strong use of APA academic style and grammar, including appropriate APA citations of referenced evidence with no errors.	Use of APA academic style and grammar, including appropriate APA citations of referenced evidence with few errors.	Limited use of APA academic style and grammar; lacks APA citations of referenced evidence and/or has many errors.

<b>Responsiveness to Feedback and Timeliness</b>	Critically reflects on and adjusts based on feedback; submitted on time.	Reflects on and applies most feedback; submitted on time.	Little to no reflection or application of feedback; submitted late.