

## **COMPETENCY TASK #1**

### **Supporting Teacher Growth: Coaching Cycle (fieldwork)**

**DUE: See dates in Tentative Course Schedule**

**[CAPE Standards 2A, 2B, 2C, 2D, 3C, 5A, 5B, 5C](#)**

#### **Protocol**

Effective equity-driven educational leaders know and understand pK12 student content standards, frameworks, and performance expectations, and align instructional and support practices focused on providing equitable learning opportunities for all students. Essential to this work is the ability to use the California Standards for the Teaching Profession (CSTP) and principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice and student learning and/or well-being (CalAPA, 2020).

Competency Task #1 aligns with the CalAPA Leadership Cycle 3 which focuses on coaching an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of *investigate*, *plan*, *act*, and *reflect*, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation to collect CSTP-related evidence of practice, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and an equity-minded leader.

#### ***Evidence/Direct Measure:***

- Written Narrative, Videos, and Artifacts/Rubrics Below

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### **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</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>appropriate (i.e., Equity Driven Leadership, Adult Learning)</b>			
<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.