

## **COMPETENCY TASK #2**

### **School-wide Instructional Walks and Principal Interview (fieldwork)**

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

**[CAPE Standards 1A, 1C, 2B, 2C, 2D, 3A, 3B, 3C](#)**

#### **Protocol**

Effective equity-driven instructional leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Using data-based decision-making, instructional leaders implement and monitor the collective vision with multiple measures of data focused on equitable access, opportunities, and outcomes for all students. New administrators use this data to recognize areas (problems of practice) to later plan and initiate a change process required for the continuous improvement of teaching and learning at the school.

In Competency Task #2 you will participate in a "wide-angle lens" walkthrough process where you team will follow a half-day instructional walk schedule with your Field Mentor to observe as many classrooms as possible. This process is not about deep instructional observation for individual teacher growth as with the coaching process. Instead, this is to observe "look fors" - what you see and hear teachers doing and saying - specific to three focal areas the site has been working on. In this way, you will conduct qualitative research by pre-determined codes in which you will later participate in collaborative thematic analysis. These themes will help identify a problem of practice for the site focal area to initiate a continuous cycle of improvement to further refine the work.

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

- Written Narrative and Fieldnotes and Artifacts/Rubric 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.