EAD 269 Site Based Leadership
Competency Tasks & Rubrics/Scoring Guides

Competency Task 1 (Field Experience): School/Governing Board Meeting Attendance and Response
DUE DATE:
(CAPEs 1B; 3A; 4A; 4B; 5C; 6A; 6B)

Candidate will attend, observe and take notes on the content, process, and group dynamics of one Board of Education meeting. A write-up (Response) will include summary of meeting agenda and observed interactions between Board, Superintendent, presenters and public. Candidate will discuss how the work of the Board impacts, influences and has implications for work as a site leader. Response will include a reflection on key leadership learnings, insights, questions generated as a result of the experience and next steps to develop capacity in this leadership area. Include Board meeting agenda.
If the school board meets on the same nights as EAD 269, attend another school board meeting in surrounding districts.

Criteria	Descriptors	Competency 1-3
Content: Required Evidence	Meeting agenda, meeting summary, reflection on key leadership learnings	
Content: Professional Growth	Key leadership learnings developed knowledge and skills and applied research that includes CAPE understanding and inclusion.	
Structure, Grammar, and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources.	

EAD 269 Competency Task 2: Leader Interview and Analysis of Student Discipline Policies
DUE DATE:
(CAPEs 2B; 3B; 5B; 5C; 6A)

Candidate will complete a face-to-face interview with a site leader(s) and complete a written, or multi-media, response. Response will include student suspension and expulsion processes, discussion on due process (including important special education /504 considerations), major Education Code references as the relate to suspension/expulsion, references to Board policies on suspension/expulsion, available administrator resources/references, and key points/administrator guidance. Candidate will include copies of Board policies referenced in the paper and write a reflection on key leadership learnings, insights, questions generated from the experience and next steps to develop leadership capacity.

Competency Task 2 (Field Experience): Leader Interview and Analysis of Student Discipline Policies

Grading Criteria

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Background (Introduction)	Purpose statement builds context for the writer's position on 21st century leadership. Detailed background information profiles and connects the Principal, stakeholders, school and community.	
Content: Interview Experience	Discussion and analysis of the Principal interview are woven together to frame and clearly depict the Principal as manager and leader of a school. Response will include student suspension and expulsion processes, discussion on due process (including important special education /504 considerations), major Education Code references as the relate to suspension/expulsion, references to Board policies on suspension/expulsion, available administrator resources/references, and key points/administrator guidance. 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.	
Content: CAPEs	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.	
Content: Professional Growth	Key leadership learnings developed knowledge and skills and applied research that includes CAPE understanding and inclusion in relationship to student discipline process and procedures.	
Structure, Grammar, and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources.	

Competency Task 4: Capstone - Leading Change: A Leadership Toolkit
DUE DATE:
(CAPEs 1A; 1B; 1C; 2B; 3A; 3B; 3C; 4A; 4B; 5B; 5C; 6A; 6B)

Candidate will team to research best practices and create an electronic toolkit to support new site-based administrators. Toolkit will align with a given domain of the California Administrative

Performance Expectations (CAPEs) and include, but not be limited to, CAPE-related aim and vision, identification of major challenges associated with the CAPE, research-based best practices, a planning/decision-making process/ protocol, example of an applied action, references/electronic resources, support materials, visuals, and a glossary of terms. Individually, candidate will present the toolkit to peer groups (two), gather feedback and complete a written reflection. Reflection will include analysis of the toolkit development process and ideas for improvement of the toolkit. Written response will also emphasize key leadership learnings, developed knowledge and skills and applied research. Candidate will identify professional areas for growth and next step actions to develop leadership capacity related to CAPEs.

TOOLKIT TEMPLATE (*WRITTEN DOCUMENT*)

Cape # and Title (Example: CAPE 1: Development and Implementation of a Shared Vision):

Aim and Vision (*Relate to assigned CAPE. Relate to research*)

Glossary of Terms

Components of CAPE _____: _____ (*list all*)
(example) CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning
Major Leadership Actions

Major Challenges Associated with Realization of CAPE ___:
(Explain 1 challenge associated with realization of the CAPE. Title the challenge. Using a scenario or real-world example to build context, discuss how leaders can navigate and address each challenge. Describe actions that could be taken or were taken to overcome each challenge or barrier. Relate actions to research and research-based best practices learned and applied in the program. Describe how stakeholders were positively impacted by the leader's actions and potential problems associated with a leader's inability to accept or respond to the challenge.)

Planning/Decision-Making Process/ Protocol(s):
(Provide at least one example of a CAPE-related process or protocol. Complete the steps of the protocol or process for use as a model.)

Toolkit Resources (*Text, electronic and visuals*):

References:

Competency Task 4: Capstone: Leading Change: A Leadership Toolkit

Grading Criteria

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency 1-3

Content: Aim & Vision	Toolkit content aligns with given domain of the California Administrative Performance Expectations (CAPEs) and includes toolkit CAPE-related aim and vision.	
Content: Leadership Challenges	Two CAPE-related leadership challenges are detailed. Scenario or real-world examples used to build context. Described actions align with research and research-based best practices to explain how leadership could respond to similar situations. Includes discussion of opportunities made available and positive impact on stakeholders as a result of the leader's actions. Presents potential problems associated with a leader's inability to accept or respond to the challenge.	
Content: Planning/ Decision- Making Tools	At least one CAPE-related process or protocol provided. Process/protocol includes detailed directions and completed steps and serves as a model for planning and/or decision-making	
Content: Research- Based Resources	A variety of research-based electronic resources, support materials and visuals are provided to assist with identification, planning, study and improvement of leadership actions associated with the CAPE.	
Content: Professional Growth	Written reflection discusses learning as it relates to site-based leadership: Evidence of presentation and use of peer feedback to improve and/or expand toolkit content. Key leadership learnings developed knowledge and skills and applied research. Identified professional areas for growth and next step actions to develop leadership capacity related to CAPEs.	
Structure, Grammar, and Organization	Toolkit follows required format. Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources.	

Comments:

Competency Task 6: Simulated Interview and Debrief
DUE DATE:
(CAPEs 1A; 1B; 2A; 2B; 2C; 2D; 5A; 5B; 6A; 6B)

Candidates are required to participate in a performance-based culminating Simulated Interview for an Administrative Position. Interviews will be conducted by Central Valley administrators, represented by Superintendents, Human Resource Administrators, Principals and/or Learning Directors/ Vice-Principals. The simulated interview will include a presentation of information contained in an electronic portfolio, created and maintained by the Candidate: Statement of Philosophy, Resume and choice program assignment. Candidate will participate in a follow-up debrief with the instructor.

Criteria	Descriptors	Competency 1-3
Content: Required Evidence	Interview Portfolio: Statement of Philosophy, Resume and choice program assignment.	
Content: Professional Growth	Post interview debrief with candidates and instructor regarding: key leadership learnings developed knowledge and skills and applied research that includes CAPE understanding and inclusion.	
Structure, Grammar, and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources.	