

## **COMPETENCY TASK #3 (FIELDWORK)**

### **Student Discipline Meeting**

### **CAPE Standards 3A, 3B, 3C, 4A, 5C, 6A**

#### **Protocol**

Effective leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices. Leaders have the moral imperative to provide all students with the best possible education.

Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being. McLaughlin & Talbert posit that building a shared vision and language about practice is essential to teacher's professional learning (2006).

Competency Task #3 will focus on the alignment of discipline policy at the state, district and school site level. The Candidate will interview a school site leader regarding how discipline policies are developed, implemented, monitored, communicated, and continuously reviewed. A reflection on how this new information has altered future leadership experiences will be included.

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

- Written Narrative/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 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.