

COMPETENCY TASK #4
Educational Philosophy, Resume' & Mock Interview
[CAPE Standards 1A, 2A, 3B, 4B, 5A, 6B](#)

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 #4 will focus on the development of a personal statement on leadership philosophy as well as other documents to support the next steps in a career as a school administrator. At the end of the course the preparation for administration interview will conclude with a simulated interview experience with local school administrators in the area to provide an opportunity to showcase new knowledge and educational experience.

Evidence/Direct Measure:

- Written Narrative/Rubric Below

**Fresno State PASC Program
Competency Task Rubric**

Criteria	Advanced Proficiency (3)	Proficiency (2)	Partial Proficiency (1)
Quality of response and CAPEs alignment	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.
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)	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.

Academic style and Grammar (APA)	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.
Responsiveness to Feedback and Timeliness	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.