

COMPETENCY TASK #5 (FIELDWORK)

Human Resources Overview

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 #5 will focus on the shift from your current position in education to the role of school administrator. The candidate will learn about the many facets of the human resource lens. Learning will focus on the shift in collegial relationships that take place, to the analysis and understanding of a collective bargaining agreement, and finally what to expect during the progressive discipline cycle.

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.