

COMPETENCY TASK #7

Final Fieldwork Reflection and CAPE Self-Assessment 3

CAPE Standards 1-6

(Preliminary Administrative Services Credential Program Standards-3, 6, 7, 9)

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).

Over the three semester program, you need experience in a variety of school levels and school settings, at least one of which must involve a site with a diverse school population. For these experiences, you will also need to go beyond your department into the total school, to feeder schools, and to the district level. Semesters 1 and 2, our program requires fieldwork be supervised through respective Leadership Seminars. These activities give you the broader perspective necessary for an administrator. In your final Semester 3, fieldwork will be intentionally embedded into your core course assignments at a more sophisticated level for candidate preparation and program completion.

Competency Task #7 will allow students to review and reflect on the learning activities that promote leadership and interpersonal skills through the fieldwork and field mentor experiences. Candidates will outline how these experiences have affected the candidates' leadership perspective.

Evidence/Direct Measure: *(LINKS BELOW)*

- [CAPEs Self-Assessment 3 and Reflection/Rubric](#)
- [Evidence Log/Checklist & Field Mentor Signatures](#)