6.6.1 Clinical Practice Assessment Instruments

Education Administration Department (EAD)

EAD Course	Field Experience
EAD 261	Foundation Task 1: Leadership in Action
EAD 261	Foundation Task 2: Meeting Management
EAD 261	Foundation Task 3: Facilitating Problem Solving
EAD 272	Competency Task 1: Instructional Rounds
EAD 280T	Competency Task 1: Data Mining & Analysis
EAD 263	Competency Assignment 1: Clinical Supervision
EAD 274	Competency Task 1: Equity Audit-Subgroup
EAD 274	Competency Task 2: RtI-Academic
EAD 274	Competency Task 3: RtI: Social-Emotional
EAD 262	Competency Task 1: School-Wide Response Plan
EAD 262	Competency Task 2: Facilitating Team Building
EAD 269	Competency Task 4: Capstone- Current State and Desired Future.

EAD 261: Introduction to Education Administration
Foundation Task 1 (Field Experience): Leadership in Action

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Background	Purpose statement builds context. Detailed background information profiles and connects the Principal, stakeholders, school and community.	
Content: Interview Field Experience	Discussion and analysis of Principal interview experiences are woven together to frame and clearly depict the Principal as manager and leader of a school. 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. A discussion of the leader's values, goals, vision and long and short-term plans for how the leader will achieve these goals is included.	
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. Discussion delineates interview responses referenced in CAPEs from CAPEs not evidenced. Speculation is made regarding non-documented CAPEs.	
Content: Laws and Regulations	Discussion provides examples to explain how laws, policies and regulations, selected for discussion, impact and influence principal's decisions, as leader and manager of a school. Important relationships are drawn and references are made to role/responsibilities of the Principal, CAPE 18, and field experience.	
Content: Conclusion. Professional Reflection and Next Steps.	**Conclusion:** Assessment of the field experience and review of CAPEs serves as basis for conclusion. Evidence to support conclusion drawn from interviews, discussions, activities, research and readings. **Reflection and Next Steps.** Analysis and assessment of Candidate's current leadership capacity includes lessons learned, implications and evaluation of current knowledge/skills. Next step Candidate leadership actions are relevant, measureable and aligned to CAPEs	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources. Multiple forms of data and evidence are referenced/cited in paper and available in Appendix, including interview responses, documents and important laws and/or regulations related to management and leadership of a school facility.	

EAD 261: Introduction to Education Administration
Foundation Task 2 (Field Experience): Meeting Management

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Background	Purpose clearly explained. Description of meeting builds context and includes meeting structure, stakeholder group (s) in attendance, facilitators and/or leaders meeting leaders.	
*Content: Analysis and Evaluation	Analysis of meeting compares and contrasts planned, written and observed processes and protocols with known meeting management best practices. Evaluation of the experience includes discussion of the facilitator(s) impact on proceedings and how selected strategies, interactions and decisions influenced the work of the participants. Alternative meeting processes and/or protocols are recommended.	
Content: Reflection	Reflection includes lessons learned, implications and evaluation of current knowledge/skills related to facilitation and meeting management. Next step actions are relevant, realistic, and measureable and designed to the Candidate intends to support and/or improve stakeholder meeting outcomes..	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources. Multiple forms of data and evidence are referenced in paper. and available in Appendix, including meeting agenda, notes, evidence of protocol/activities use, field notes, interview responses, documents and important laws and/or regulations related to management and leadership of a school facility.	

EAD 261: Introduction to Education Administration
Foundation Task 3 (Field Experience): Facilitating Problem Solving & Decision-Making

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Background	Purpose for meeting and facilitation related to meeting management, leadership best practices and research. Rationale for and description of selected stakeholder group (s) clearly stated to build context.	
Content: Facilitation	A minimum of two protocols are applied in group setting (s). Selected protocols and strategies are known best practices designed to assist and respond to identified need(s) of the group. Rationale for selection of protocols aligned with and tied to research.	
Content Assessment	Evidence gathered during and following activities used to analyze and evaluate effectiveness of facilitation and applied processes. Analysis reveals strengths and areas for leadership growth in use of protocols to collaborate, build consensus, problem solve and/or make decisions. Suggested improvements and/or changes in application of protocols and/or processes clearly explained and related to research, class discussions, readings and other important leadership resources.	
Content: Reflection	Conclusion clearly reveals ability to transfer and extend learning. Discussion includes examples of potential use of applied protocol(s) in other settings to collaborate, problem solve, build consensus and make decisions. Reflection on personal growth includes lessons learned, implications and evaluation of current knowledge/skills. Next step actions are relevant, realistic, and measureable and designed to build leadership capacity in use of protocols to collaborate, create effective change and sustain school improvement.	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources. Multiple forms of data and evidence are referenced in paper. and available in Appendix, including agenda, multi-media evidence of applied protocol/activities and facilitation feedback.	

EAD 272 Advanced Curriculum Design & Delivery
Competency Task 1: **Peer Observation Through Instructional Rounds**
Grading Rubric

	1 – Not Competent	2- Somewhat Competent	3- Competent	

Criteria	Descriptors	Competency Level 1-3
Content: Background	Description includes school context (demographic, district, etc.) and the instructional focus/problem of practice.	
Content: Evidence	Paper includes 5– 7 pieces of evidence relevant to the school focus/problem of practice.	
Content: Trend Summary Statement	Three to five summary statements of the trends identified based on the evidence/data collected.	
Content: Prediction	Prediction based on the evidence and the identified trends with at least two predictions responding to the question, "If you were a student at this school and you did everything you were expected to do, what would you know and be able to do?	
Content: Next Level of Work	Reflection describes the school's instructional focus/problem of practice and their past and current professional development, write a sequence of actions for the school to consider as their next level of work (immediate, short term, and long term) to support the acceleration of student learning and the education of every student to a high level.	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources. Multiple forms of data and evidence are referenced in paper. and available in Appendix, including meeting agenda, notes, evidence of protocol/activities use, field notes, interview responses, documents and important laws and/or regulations related to management and leadership of a school facility.	

EAD 280T: Assessment Analysis & Information Systems
Competency Task 1: Data Mining and Analysis

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level (1-3)
Content:	Data samples are categorized according to demographics, assessments, perceptions and operational. Explanation given for selection of criteria used to determine categories.	
Content:	Data table contains wide variety of data samples. Data samples compared and contrasted according to category, type, purpose, form, frequency, collectors, consumers and processes used to collect and communicate data. Written description of findings includes patterns, gaps, opportunities and/or strengths.	
Content:	Data samples (4) selected for deeper analysis are justified through research to be critical to school success. Samples are assessed to determine degree to which data is used to inform and make decisions.	
	Improvement actions (2) are high-leverage and supported by research. Rationale for changes explained. Actions include discussion about how the data would be collected, analyzed and used to improve the system.	
Content: Related Board Policies and laws	Discussion on Board policies and/or laws (2-3) explains how each of the policies/laws guide and influence data-driven processes, uses and decisions at the school level. Information uploaded in e-Portfolio, Resource Section	
Structure, Grammar and Organization	Response applies APA format and includes title page, correct formatting, References page and Appendix.	

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level (1-3)
Content: Background	Description includes school context (demographic, district, etc.), teacher background and focus instructional area for observation.	
Content: Written Plan for Post-Observation Conference	Written plan includes: **Observations:** non-judgemental *descriptions* of events. **Analysis and Interpretations:** Interpretations based on the analysis of description. **Claims:** Major findings of observation taken directly from observation. Claims supported with specific observable evidence . Impact notes desirables and/or not desirable. **Planned "Coaching Questions:** Questions based on observations and claims	
Content: Case Analysis	Case analysis includes: • A summary of the post-observation conference (e.g., date, time, location and other pertinent information • A summary of the interpretations and supporting evidence discussed at the post-conference meeting. • A summary the intended student outcomes and the extent to which the outcomes were achieved that was discussed at the post-conference meeting. • A description of the discussion that took place at the post-conference meeting around the causal factors (i.e., desirable/powerful strategies or practices that significantly supported student learning (intended outcomes), and the undesirable or not powerful enough strategies or practices). • A description of the areas that were discussed as area(s) to be targeted for professional growth and development. • A description of the agreed upon short-term goals and measures that came about as a result of this clinical supervision	

	• observation. • A description of the resources discussed that are needed to accomplish the short-term goals and professional development target areas. • A description of the agreed upon expectations and commitment, timeline, assistance and support that were discussed at the post-observation meeting.
Content: Written reflections	• Reflection uses examples from the process to analyze and evaluate the coaching approach and rationale used during post-conference meeting. • Reflection analyzes the entire Clinical Supervision Process and any refinements for improving the process and/or procedures. • Reflection describes lessons learned, most significant take-aways and key learnings from the **entire** Clinical Supervision Process.
Structure, Grammar and Organization	Response applies APA format and includes title page, correct formatting, References page and Appendix.

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Overall	Audit demonstrates ability to gather, analyze and use data to assess current practices, identify gaps, recognize opportunities and plan actions to support the academic achievement of all students, including English Learners and students of poverty. Audit is conducted using a value added, rather than deficit approach, to identify areas for improvement.	
Content: Data Analysis	Data is disaggregated and used to analyze programs, policies and procedures and to identify equity gaps for English learners, students of poverty or other significant student subgroup. Data and descriptive summary of findings show strengths and areas for growth and improvement.	
Content: Teacher Indicators	Analysis of teacher quality equity indicators include teacher education, experiences, mobility and certification.	
Content: Programme Indicators	Analysis of programmatic equity indicators include Special education, gifted/talented education, bilingual education and student discipline.	
Content: Achievement Indicators	Analysis of achievement equity indicators, include state/district achievement test results, behavior records, dropout rates, high school graduation rates, and SAT/ACT/AP/IB results.	
Content: Student Profile	An individual student profile provides context and includes student background information, educational history, academic/behavior history, cultural/language and interests, as well as areas in need of attention. Observations of the student and adults in structured and unstructured situations attempt to identify factors that may contribute to the individual student's poor performance and/or lack of sufficient progress. Student voice is clearly and factually written to identify perceived factors that may contribute to student poor performance and/or behavior	
Content: Goals, Vision	Identified goals to support and increase equity for the specific sub-group are measurable, clearly linked to the district's vision and establish the purpose toward which improvement strategies are directed.	
Content: Improvement Actions and Systems	High leverage, measureable actions support and encourage equitable practices and create a culture that appreciates and respects diversity. Improvement actions include strategies to increase equity consciousness among teachers and applies a plan-do-study-act a cycle of continuous improvement	
Content: Board Policies, Regulations/Laws	Summary includes discussion on Board policies and/or government regulations and laws related to equity in education	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations, References, Appendix and data tables/charts.	

EAD 274: Instructional Systems and Leadership for Equity
Competency Task 2: Response to Intervention (RtI)- Academic.

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Overall	Academic RtI plan demonstrates ability to apply research, recognized best practices and data to identify a need, make data-driven decisions and plan change. Developed plan is clearly defined, actionable, obtainable, significant and timely.	
Content: Data Analysis	Disaggregated assessment data and other evidence-based practices used to analyze effectiveness of current academic intervention practices, allocation of resources, identification of students for support, entry-exit criteria and use of assessments to measure student academic progress toward intended goals.	
Content: Learning Variables	Identified/planned interventions are based on the formula, **targeted instruction + time = learning**, with instruction and time as the variables and learning as the constant. *Under this formula, additional time is provided to identified students based on identified needs*.	
Content: Current/Future Interventions	Diagrams accurately depict current reality and plans to improve student access to timely, quality academic interventions at the right time and at the appropriate level of intensity.	
Content: Academic RtI, Tier I	Tier I emphasizes a coherent and viable core curriculum, embedded on-going monitoring, universal screening and high expectations for all students. An attempt is made to meet the academic needs of approximately 85% of all students.	
Content Academic RtI, Tier II	Tier II emphasizes immediate and powerful supplemental targeted interventions to support the needs of 10-12% of students in need of additional academic support in small group settings within the classroom. Planned interventions are systematic, and include intentional, frequent monitoring processes and systems. Attention is given to use of research-based instructional practices and use of common formative assessments to measure progress and growth.	
Content: Academic RtI, Tier III	Tier III emphasizes intensive research-based interventions for the 3-5% most at-risk learners in a small group or individual setting. Attention is given to use of research-based instructional practices and common formative assessments.	
Content: Shared Ownership	Collaborative problem solving, shared decision making and team work are recognized as contributors to success in assessing, planning and implementing research-based intervention practices.	
Content: Policies,.Regulations/ Laws	Summary includes discussion on Board policies and/or government regulations and laws related to student performance and academic interventions.	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations, References, Appendix and data tables/charts.	

EAD 274: Instructional Systems and Leadership for Equity
Competency Task 3: Response to Intervention (RtI)- Social-Emotional

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Overall	Social-Emotional RtI plan demonstrates ability to apply research, recognized best practices and data to identify needs, make data-driven decisions and plan change. Developed plan is clearly defined, actionable, obtainable, significant and timely.	
Content: Data Analysis	Disaggregated assessment data and other evidence-based practices are used to analyze effectiveness of current social-emotional prevention and intervention systems and practices, allocation of resources, identification of students for support and use of data to measure student progress toward social-emotional skill development and behavior goals.	
Content: Current/Future Interventions	Diagrams accurately depict current reality and plans to improve student social-emotional support systems and behavior interventions at the right time and at the appropriate level of intensity.	
Content: Soc-Emotional RtI, Tier I	Tier I emphasizes positive behaviors preventions and social-emotional learning strategies, embedded on-going monitoring, universal screening and high expectations for all students. An attempt is made to meet the social-emotional needs of approximately 85% of all students.	
Content Soc-Emotional RtI Tier II	Tier II emphasizes immediate and positive, targeted behaviors interventions to support the needs of 10-12% of students in need of support and intervention. Planned interventions are systematic, and include intentional, frequent monitoring processes and systems. Attention is given to use of research-based practices and use of assessments to measure student progress and social-emotional skill development.	
Content: Soc-Emotional RtI Tier III	Tier III emphasizes intensive, individualized behavior interventions for the 3-5% most at-risk students. Attention is given to use of research-based practices and assessments to measure effectiveness of support plans and actions.	
Content: Shared Ownership in Problem Solving and Decision making	Collaborative problem solving, shared decision making and team work are recognized as contributors to success in assessing, planning and implementing research-based intervention practices.	
Content: Board Policies, Gov. Regulations/ Laws	Summary includes discussion on Board policies and/or government regulations and laws related to student social-emotional skill development, behavior and suspension/expulsion.	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations, References, Appendix and data tables/charts.	

EAD 262: Educational Leadership
Competency Task 1a: School-Wide Response Plan
Written Improvement Action Growth Plan

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Overall	Plan demonstrates ability to use data to identify a need, make data-driven decisions and plan change. Selected focus for action is clearly defined, obtainable, significant and timely.	
Content: Background Data-Driven Decision Making	A strong case is made for the selection of the strategic action. Data and other important, related information is used to assess and diagnose school needs, and may include district/ school non-negotiables (beliefs), policies, researched historical education trends, successful improvement/ reform actions, etc.	
Content: Aim, Vision, Theory of Action	Purpose of the action plan clearly targets the needs of the SED and/or EL learner population. Vision describes a future that encourages broad-based participation. Theory of action is research-based and presented as a succinct *If-Then* statement that defines the approach to be taken.	
Content: Goals and Measures	Goals are clearly linked to the aim and vision. Measures tightly align with actions/strategies. Plan includes purposeful, frequent, collection of data and other information to determine progress, inform the system and make decisions.	
Content: Action Strategies and Tasks	Action strategies are clearly defined, align with goals and describe the how of the plan. Strategies progress, logically, toward goal attainment, specific to the strategic plan, defined and achievable. Tasks include clear, discrete actions. Timelines, owner(s) and resources (people, time, money, expertise, technology, materials, facilities, technology), are strategic, realistic and appropriate.	
Content: Empowerment, Capacity Bdlg, Communication	Plan includes opportunities for meaningful collaboration with stakeholders and teacher active involvement in problem solving and decision-making. Attention is given to professional development and stakeholder training to build capacity.	
Content: Systems Planning	PSDA cycle of continuous improvement is applied strategically. Evidence supports use of the 7-Criteria, and other best practice planning, problem solving and decision-making protocols.	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations, References, Appendix and data tables/charts.	

EAD 262: Educational Leadership
Competency Task 1b: School-Wide Response Plan
Summit Presentation and Feedback

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Background	A convincing argument is made supporting identified need and selection of opportunity for action. It is evident that research, data, and known best practices were used to develop the course of action. References are made to research, policies, readings and other resources.	
Content: Action Plan Components	The what, why and how of the plan are clearly articulated, tied to PDSA cycle of improvement and include: • School profile and background information • Selected target for improvement or growth opportunity • Rationale for selected strategic action • Completed 7 Criteria for Effective Planning • Processes and protocols used to arrive at selected action • Research and important policies supporting decisions • Aim, Vision and Theory of Action alignment • Goals, measures and strategies alignment • Examples of and rationale for embedded protocols • Examples of resource allocations, stakeholder involvement, communication strategies, monitoring systems, training	
Content: Assessment, Findings	Written summary of findings demonstrate use of peer feedback and self-assessment to evaluate planning processes and written plan.	
Presentation Format and Design	Presentation clearly demonstrates thoughtful preparation. Information is succinct, strategic, and highlights major components of the plan. Information is presented in a logical, sequential order. Visuals explain, highlight and reinforce critical components of the strategic plan. Powerpoint slides are appealing and created with the audience in mind.	
*Presentation Skills	Presentation appeals to the audience. Spoken word, voice inflection, gestures and word choice are used intentionally and strategically to sustain interest and help the audience understand and make connections.	

EAD 262: Educational Leadership
Competency Task 1c: School-Wide Response Plan
Communication Plan

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content: Collaboration and Action Planning Process	Written communication plan based on district and state policies, including LCAP. Parent demographics describe and provide context for communication decisions.	
Content: Written Plan	Communications methods vary to inform and gather feedback about the improvement growth plan. Detailed explanation is given to justify purpose of communications and selection of communication methods. Clear links are drawn between communication methods, research and known best practices.	
Content: Leadership Skills and Knowledge	Content and messaging of communication demonstrate knowledge and skills to methods	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. Appendix and e-Portfolio include important artifacts and resources.	

EAD 262: Educational Leadership
Competency Task 2 (Field Experience):
Facilitating Team-Building and Decision Making

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency Level 1-3
Content Background and Purpose	Purpose of the experience clear and includes a discussion of the importance problem solving and shared decision making play in building cohesion, motivating for change and achieving results. Frequent references made to research and identified best practices.	
Content: Facilitation Preparation (Field Experience)	Description of and rational for selection of the stakeholder group is clearly established. Explanation is given for planning decisions and materials used to build background and create context. Best practices and research are cited to support decisions. Detailed explanation given for selection of two (2) or more protocols and processes to problem solve, build consensus and/or make decisions.	
Content: Facilitation Analysis of Process (Field Experience)	Rich reflection and detailed analysis of completed facilitation experience includes discussion of outcomes and effectiveness of each applied protocol, individually. Opportunities for growth reflect deep understanding of the role careful planning and strategic selection and use of protocols play in facilitation effectiveness and success of collaborative problem solving, consensus building and decision-making. A rich variety of thoughtfully-selected evidence is analyzed, including, for example, participant feedback, self-assessment, multi-media artifacts, behavior examples and quotes.	
Content: Leadership Knowledge and Skills	Reflection includes discussion on overall level of competency in facilitation, leadership and management best practices. Next step actions (2-3) are relevant, realistic, and measureable and designed to build leadership capacity in meeting management.	
Structure, Grammar and Organization	Writing applies appropriate grammar, punctuation and APA guidelines. Appendix and e-Portfolio include important artifacts and resources.	

EAD 269: Site-Based Leadership
Competency Task 4 (CT4): Capstone-Current Reality and Desired Future

Grading Criteria

1 – Not Competent	2- Somewhat Competent	3- Competent

Criteria	Descriptors	Competency 1-3
Content: Purpose of Visioning	Purpose for the change builds context and demonstrates need	
Content: Background, vision and goals	**Background and rationale for change based on research, and includes:** • Explanation of the shift from current reality to desired future. • Description of real world expected changes that will affect education (school demographics, work/work-related skills, stakeholder involvement and availability of resources). Supported by research • Presents theory of action, vision and broad goals	
Content: Current state	**Current Reality. Detailed background information profiles and connects the stakeholders, school and community and includes:** • Description of school's current student performance targets • Disaggregate assessment and achievement data by subgroups and gender, including strengths/weaknesses of significant subgroups. • Allocation of resources (time, people, money, technology, materials, people capacity/professional development) • Stakeholder involvement in decision-making, including staff, student, parent and community members • Connections between SPSA and district LCAP goals and plan	
Content: Plan for improvement	**Desired Future. Description and explanation of research-based decisions related to 21st C. student learning, resource allocations and workforce-readiness, and includes:** • Student achievement goals and performance targets. • Access, reallocation and prioritization of resources (money, people, materials, technology, time, capacity building/ professional development) • Shifts in roles and responsibilities of stakeholders • Professional development and stakeholder training required Communication of plan to stakeholders • Acknowledges potential challenges and barriers associated with the change • Describes opportunities as a result of the change	

Content: Candidate Reflection on learning	**Candidate Professional Growth. Reflection on learning as it relates to planning for change and school improvement, and includes:** • Areas of professional growth relate to prioritization and effective utilization of resources, equity in education and stakeholder involvement in decisions related to the allocation of resources, including parent/community involvement. • Next steps designed to develop leadership capacity as it relates to resource allocation, equity and stakeholder involvement in decision making	
Structure, Grammar and Organization	**Structure, Grammar and Organization** • Writing applies appropriate grammar, punctuation and APA guidelines. References page includes research, readings and data sources. • Multiple forms of data and evidence are referenced/cited in paper and available in Appendix, including charts, tables, archival data, etc.	