



Touro University
Graduate School of Education

Educational Leadership and Administration Program
Preliminary Administrative Services Credential

Fieldwork Handbook

Revised January, 2016

Contents

Guidelines for Fieldwork Experiences.....	2
University Policies.....	3
Responsibilities of the PASC Candidate.....	8
Responsibilities of the Site Fieldwork Supervisor.....	9
Responsibilities of the University Fieldwork Supervisor.....	10

Appendices

<i>Appendix A: Program Standards.....</i>	<i>11</i>
<i>Appendix B: California Administrator Performance Expectations (CAPE).....</i>	<i>12</i>
<i>Appendix C: Candidate Competency Assessment Rubric.....</i>	<i>19</i>
<i>Appendix D: Required Fieldwork Activities.....</i>	<i>25</i>
<i>Appendix E: Sample Activities from Fieldwork Planning Guides.....</i>	<i>27</i>
<i>Appendix F: Sample Evidence/Artifacts.....</i>	<i>34</i>
<i>Appendix G: Fieldwork Planning Guide.....</i>	<i>35</i>
<i>Appendix H: Fieldwork Checklist.....</i>	<i>44</i>
<i>Appendix I: Fieldwork Scoring Rubric.....</i>	<i>45</i>

Guidelines for Fieldwork Experiences

Welcome to Fieldwork, an essential component of the preparation to be an educational leader. In order to qualify for the Preliminary Administrative Services Credential (PASC), the candidate must demonstrate knowledge and skills in the six Program Standards (CPSEL), California Administrator Content Expectations (CACE), and California Administrator Performance Expectations (CAPE).

Candidates must have satisfactorily completed all the courses in the program and all fieldwork experiences. Fieldwork experiences will be assessed throughout the year. The Candidate Assessment Rubric will be used for both formative and summative assessment of the candidate's mastery of the competency standards.

At the conclusion of the program, the candidate will present his/her Personal Portfolio as the Culminating Activity. Candidates must have reached a proficiency level of at least "3/proficient" on each of the competency standards to be recommended for the Preliminary Administrative Services Credential.

Candidates who do not reach a proficiency level of at least a "3" on each of the competency standards will: 1) receive an "Incomplete" for the final unit of the fieldwork, and 2) work with the Program Coordinator to develop a plan for meeting all competency standards. The "Incomplete" grade must be cleared within one year.

With assistance from the Site Fieldwork Supervisor and the University Fieldwork Supervisor, the candidate is responsible for completing field experiences which will demonstrate knowledge and skills required for successful school administration.

Student Handbook Policy Statement

The complete student handbook can be found at tu.edu/gsoe

The Student Handbook contains policies and requirements which govern academic performance and student conduct. These policies are unique to Touro University California (TUC), and are designed to promote standards for academic competency, professional discipline and personal responsibility. It represents the parameters of achievement and behavior the faculty expects of its students. It is the responsibility of all students to be knowledgeable about TUC policies. These policies will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled.

This handbook applies to all currently enrolled students in the Graduate School of Education (GSOE), and only where stipulated, do policies and requirements apply differently for individual classes or programs.

TUC reserves the right to make changes at any time in this handbook or in the requirements for admission, graduation, tuition, fees and any rules or regulations. TUC maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment.

The following is a summary of key policies found in the handbook and have a direct effect on courses, therefore they are included in each GSOE course syllabus.

Mission of the Graduate School of Education

The mission of the Graduate School of Education is to promote social justice by serving the community and larger society through the preparation and continuous support of professional educators to meet the needs of a constantly changing, challenging, and diverse student population.

Touro University Institutional Student Learning Outcomes (ISLOs)

To exemplify Judaic values of social justice, intellectual pursuit and service to humanity, Touro University students will demonstrate the ability to:

1. Use knowledge, skills and effective communication to benefit diverse communities (*Assess in 2015-2016*)
2. Collaborate across disciplines toward a common goal (*Assess in 2016-2017*)
3. Think critically to make evidence-informed decisions and evaluate conclusions in a real world context (*Assess in 2017-2018*)
4. Act in a professional and ethical manner (*Assess in 2018-2019*)

Grading Policy

Touro University's Graduate School of Education reports course grades in percentage scores and uses the following grading system:

Percentage Grade	GPA Equivalent	Letter Grade
97-100%	3.85 - 4.00	A+

93-96%	3.65 – 3.80	A
90-92%	3.50 – 3.60	A-
87-89%	3.35 – 3.45	B+
83-86%	3.15 – 3.30	B
80-82%	3.00 – 3.10	B-
77-79%	2.70 – 2.90	C+
73-76%	2.30 – 2.60	C
70-72%	2.00 – 2.20	C-
69% or below	0.00	U
Credit Awarded Grade Marks- Counted as units earned; Calculated into GPA		

Courses are rated at one credit hour for each 15 hours of lecture or 30 hours of laboratory and/or practice sessions. A cumulative weighted grade point average will be calculated and posted on the transcripts. Class ranking is available upon request in the Registrar's Office.

Definition of Grades

In addition to numerical grades, the program also uses the following:

- **Satisfactory**
A 70% or above in each course is considered a satisfactory grade.
- **Pass (P)**
Satisfactory completion of a clinical rotation or course will be entered as a P on the transcript.
- **Unsatisfactory (U)**

Any grade for a course or rotation that is less than 70%.
- **Unsatisfactory with successful remediation (U/70 or U/P)**
If an unsatisfactory performance has been successfully remediated a U/number will replace the U on the transcript (i.e. U/70). The "U" denotes the initial grade of unsatisfactory and the "number" represents the final recorded grade for the course in which a student has been re-examined.

Incomplete (I)

An incomplete grade ("I") indicates that a student was unable to finish all required work for issuance of a letter grade. It is a temporary grade which may be given at the instructor's discretion only when illness, unavoidable absence, or other reasons beyond the control of the student prevented completion of a small portion of course requirements by the end of the academic term.

Instructor Responsibilities

- Incompletes may only be given if the student has regularly attended class and submitted passing class work. An incomplete does not change any point deductions for late assignments, for being late to class, or for missing classes.

- An incomplete may not be assigned in order to give a student a chance to do more work to improve a grade or because a student did not complete assignments by the last course session.
- Students who are unable to complete a course and who do not meet these circumstances should be advised to withdraw from the course.
- When completing the incomplete form: a) the deadline for completion of missing work must be specified at the time of original submission of the incomplete grade form, and b) a comprehensive list of remaining work to be completed must be listed on the incomplete form.
- Replacement of an incomplete will be under the direction of the instructor.

Student Responsibilities

- After course instructor consultation and approval, it is the student's responsibility to complete an "Incomplete Grade Form" request before the last class session of the course and turn this form into staff at the Graduate School of Education.
 - It is the student's responsibility to meet all timelines for completing course requirements as stated on the "Incomplete Grade Form." No extension will be granted for more than a full calendar year from the date of the incomplete.
 - Students who do not contact the course instructor regarding completion of course requirements are subject to a "U" grade. If the required work is not completed within the specified time, the (I) will be automatically converted to an unsatisfactory grade ("U" which is a grade equivalent of an "F")
 - Students who are unable to complete a course and who do not meet these circumstances should consider withdrawing from the course
- **Withdrawal (W)**
A withdrawal indicates that a student has withdrawn from the University in good academic standing.
 - **Withdrawal/Unsatisfactory (W/U)**
If a student withdraws from the University and is on academic probation or is currently failing a course or rotation, the student will receive a W/U for all registered courses or rotations.

Minimum Cumulative Grade-Point Average (GPA)

The minimum cumulative GPA is based on a student's program of study. Transfer credits will have no effect on the GPA for the purposes of financial aid satisfactory academic progress.

Minimum cumulative grade point averages associated with each college are as follows:

Graduate School of Education: 80%

Academic Probation

Students must meet the minimum standards and requirements set by the institution in order to remain in good academic standing. Students will be placed on academic probation if they receive a grade of Unsatisfactory/Fail in any course or field placement, fail to successfully complete required licensure examinations and/or fail to meet the minimal cumulative weighted academic requirements. A student will be removed from academic probation only after successfully remediating the course or field placement, achieving the minimal cumulative weighted academic requirements and successfully

completing licensure exams. Students who are directed to repeat a year of curriculum for academic reasons remain on academic probation until successful completion of all courses scheduled within that academic year.

Terms of Probation

1. When a student is placed on academic probation, it is noted in the student's academic file and official transcript. Subsequently, when a student has successfully satisfied the requirements of probation, this is also noted in the student's file and transcript.
2. When a student is placed on academic probation, following approval by the Dean of the College, he/she will be notified in writing by the Dean and the reasons will be stated. When the terms of academic probation have been satisfied the Student Promotion Committee will notify the Dean that probation has been rescinded and a letter will be provided to the student.
3. A student on academic probation may not serve as an officer of any official University club or organization. A student on academic probation may not serve as a representative of the College in the operations of the Admissions Office or on University committees. A student on academic probation may not serve as a representative of the College at off-campus conferences or sponsored events.

Academic Integrity

Plagiarism

The 6th edition of the Publication Manual of the American Psychological Association defines plagiarism as claiming the words and ideas of another as [ones] own. A quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. (p. 15)

Related to the dispositions of honesty, integrity, and ethical and professional behavior, a student who has plagiarized must expect consequences for such action. The instructor will take one or more of the following disciplinary actions:

1. Report the action in writing to the student, the student's Program Chair, and the Dean.
2. Assign a 0% on the assignment with no possibility of making up the grade by means of additional work.
3. Assign a 0% for the course, and notify the Dean of the Graduate School of Education
4. Suspend the student for a period ranging from the term in which the infraction occurs to dismissal from the university.

Student Dispositions

The Touro University California Graduate School of Education credential and degree programs are guided by Program Standards (10 f,g,&h) for the California Commission on Teacher Credentialing that state:

1. Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas;
2. Each candidate assesses his or her own progress, accepts professional advice, considers constructive criticism, and engages in a continuous program of professional development; and
3. Each candidate models respect for the cultures, religion, gender and lifestyle orientation of students and their families.

In conjunction with the elements of the above standards, Touro University California's Graduate School of Education has high expectations regarding student candidate dispositions. This dispositions are

expected to be met during all class sessions, fieldwork and practicum, and any university sponsored activities.

These dispositions include:

- collaboration
- honesty/integrity
- respect
- reverence for learning
- emotional maturity
- reflection
- flexibility
- responsibility
- appropriate interpersonal conduct
- ethical and professional behavior
- respect for privacy

Students who display poor judgment or performance in one or more of these areas may not be recommended for a credential/degree, and/or may receive a grade that reflects the consequences of their actions, including a failing grade. Occasionally a student will meet the academic requirements of the course, but manifest personal limitations that might impede future teaching performance. In such cases, it is the responsibility of the faculty to guide the student to take remedial action (either to repeat the class for credit, to become involved in personal therapy, to take a year's leave of absence from the program, to take remedial courses), to be re-evaluated, and/or to consider withdrawing from the program.

Americans with Disabilities Act Statement

Touro University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities.

It is the policy of Touro University to make reasonable accommodations for qualified students with disabilities. All students with special requests or need for accommodations should make this request in person as soon as possible.

This is the **student's responsibility**. Information about services, academic modifications and documentation requirements can be obtained from the Dean of Students. (707) 638-5883.

Responsibilities of the PASC candidate

Requirements for successful completion of ED 608A/B: Fieldwork Practicum in School Administration or ED 610A/B Internship in School Administration

It is the responsibility of the candidate to:

- work collaboratively with the University Fieldwork Supervisor and the Site Fieldwork Supervisor for all field experiences. By the end of the first 6 weeks they are enrolled in the program, the candidates will develop an outline specifying experiences related to problem-based learning, analysis and self-reflection which are contained as part of the Program Standards and CCTC Standards of Quality and Effectiveness for the California Preliminary Administrative Services Credential program. The candidate must engage in 20 deep and meaningful activities across all standards and aligned to the CAPE (California Administrator Performance Expectations). The experiences selected shall be of such scope that upon completion the candidate is able to demonstrate the required level of skill and knowledge sufficient to merit a rating of at least "proficient" or "3" on each standard included on the *Candidate Competency Assessment Rubric*. Some candidates may need to have more experiences in some or all of the standards in order to reach the "proficient" level.
- attend scheduled triad meetings with the University Fieldwork Supervisor and the Site Fieldwork Supervisor for ongoing review, coaching, self-reflection, assessment and guidance. It is the responsibility of the candidate to bring copies of the plan, which will serve as a focus of this discussion to help the candidate develop his/her leadership skills.
- meet all deadlines for courses and fieldwork.
- establish collegial and collaborative relationships with students in the cohort by respecting each other as diverse individuals who need each other's support and help.
- seek ongoing assistance at any juncture in the fieldwork experience from either the Site Fieldwork Supervisor, the University Fieldwork Supervisor or the Program Coordinator.
- develop a Professional Personal Portfolio as a Culminating Activity which shall be presented to the University Interview Team. The candidate will be evaluated on his/her ability to demonstrate the skills necessary to assume the role of a beginning administrator. Your completed fieldwork plan with accompanying evidence is an essential component of your professional portfolio. Additional portfolio requirements and guidelines will be addressed throughout the program.
- model the University dispositions in all professional interactions.

Responsibilities of the Site Fieldwork Supervisor

High quality student performance depends on high quality school leadership. To be successful, today's school administrators must assume multiple roles, from catalyst to manager, from expert to facilitator. Above all, they must be instructional leaders whose every action and decision is made with a relentless purpose to ensure that all students achieve high academic standards. Fieldwork Supervisors are critical to the development of candidates seeking the California Preliminary Administrative Services Credential.

It is the responsibility of the Site Fieldwork Supervisor to:

- assist the candidate by serving as a coach and mentor throughout the fieldwork program, providing open, honest, and timely feedback.
- assist the candidate in the completion of the 20 activities required for the credential that are designed to demonstrate mastery of the Program Standards, CAPE, CACE and CCTC requirements.
- connect with the candidate and University Fieldwork Supervisor (Triads) to provide ongoing, accurate feedback, counseling and assistance throughout the fieldwork experience.
- provide leadership opportunities for the candidate including shadowing, walkthroughs, observations, feedback sessions (analysis of practice), staff conferences, visitations of feeder schools, parent meetings, conversations with support staff, budget development, school-wide and/or district leadership, grade level/department/leadership team meetings, etc.
- encourage and guide the candidate to take on increasing leadership roles as he/she progresses through the program.
- may attend and participate in the candidate's Culminating Activity during which the candidate presents his/her Personal Portfolio and provide input for the candidate's summative evaluation.

Signatures indicating above read and understood:

Site Fieldwork Supervisor Signature/Date

Candidate Signature/Date

This page will be scanned and uploaded into the Edmodo assignment link after triad conference.

Responsibilities of the University Fieldwork Supervisor

It is the responsibility of the University Fieldwork Supervisor to:

- meet with the candidate during the first course of the program for an overview of the fieldwork experiences and to identify the candidate's primary Site Fieldwork Supervisor.
- connect with the candidate and Site Fieldwork Supervisor to plan, analyze, provide feedback and coaching and also to assist the candidate with the art of self-reflection.
- provide ongoing coaching, feedback, and evaluation to the candidate regarding progress as a developing instructional leader, including professional attitude and the ability to establish professional relationships.
- provide opportunities for the candidate to communicate openly and candidly with the Site Fieldwork Supervisor about his/her progress or obstacles with the program during the scheduled meetings.
- assist with the implementation of the *Candidate Competency Assessment* document for formative and summative evaluation of the candidate.
- ensure that the candidate's fieldwork plan meets all requirements of the CCTC.
- make a final evaluation of candidate's competency based on fieldwork plan, assessments, and input from candidate and Site Fieldwork Supervisor. This evaluation is sent to the University Program Chair.

PROGRAM STANDARDS

A. Visionary Leadership

The administrative services preparation program helps the candidate develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. The program provides multiple opportunities for each candidate to learn, practice, and reflect on visionary leadership as further defined in the adopted [Content Expectations](#) and [Performance Expectations](#).

B. Instructional Leadership

The administrative service preparation program addresses the candidate's knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidates' knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards. The program provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as further defined in the adopted [Content Expectations](#) and [Performance Expectations](#).

C. School Improvement Leadership

The administrative services preparation program aids the candidate in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. The program develops the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. The program increases the candidate's capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes. The program provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership as further defined in the adopted [Content Expectations](#) and [Performance Expectations](#).

D. Professional Learning and Growth Leadership

The administrative services preparation program addresses the candidate's ability to model professional growth, framed around principles of adult learning, and identify and facilitate focused developmentally appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning. The program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership as further defined in the adopted [Content Expectations](#) and [Performance Expectations](#).

E. Organizational and Systems Leadership

The administrative services preparation program addresses the candidate's ability to understand, align, effectively manage, and integrate all the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources. The program provides multiple opportunities for each candidate to learn, practice, and reflect on organizational and systems leadership as further defined in the adopted [Content Expectations](#) and [Performance Expectations](#).

F. Community Leadership

The administrative services preparation program addresses the candidate's ability to advocate for the school and to communicate through a variety of media its successes, needs, and challenges with a broad range of audiences, collaborating with parents, the community, and others in achieving the school's vision and goals. The program provides multiple opportunities for each candidate to learn, practice, and reflect on community leadership as further defined in the adopted [Content Expectations](#) and [Performance Expectations](#).

California Administrator Performance Expectations (CAPE)

Visionary Leadership

CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals

The administrator is able to facilitate the development of a vision of teaching and learning specific to the school and its political, social, economic, and cultural context that is consistent with the local education agency's vision and goals. The vision is student-centered and based in data from multiple sources. The administrator facilitates the development of a mission statement to help guide the school community towards implementation of the vision. School program, plans and activities are integrated, articulated through the grades, and consistent with the vision.

CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community

The administrator works collaboratively with all members of the school community to develop a shared commitment to the achievement of the school's vision. The administrator understands the nature of school governance in California, including the roles, responsibilities and relationships of the individual and organizational entities within the California educational system. The administrator communicates effectively with various audiences and for various educational purposes, including consensus building and decision making, to help promote a shared sense of responsibility for the school mission and vision.

CAPE 3: Leading by Example to Promote Implementation of the Vision

The administrator examines and responds to equity issues related to race, diversity, and access in order to help the school achieve the mission and vision. The administrator identifies potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers. The administrator holds him/herself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness.

CAPE 4: Sharing Leadership with Others in the School Community

The administrator build trust and provides opportunities for shared and distributed leadership among all members of the school community, and promotes opportunities for all members of the school community to engage in shared decision making and problem solving in support of the school's vision and student learning.

Instructional Leadership

CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction

The administrator is knowledgeable about all of the K-12 student academic content standards and the appropriate pedagogical skills for teaching the content of the standards to K-12 students. As the instructional leader of the school, the administrator promotes the use of the state-adopted K-12 standards as the primary basis for classroom instruction and for student assessments. The administrator helps teachers, students, parents, and community members understand the K-12 standards and their relationship to accomplishing the school's vision and goals. The administrator understands and can articulate principles of effective instruction and appropriate student assessment processes. The administrator is also knowledgeable about the state's student assessment program and can explain the assessment program and its intended outcomes to staff, students, parents and the community. The administrator identifies and takes action to mitigate potential and actual barriers to student learning.

CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth

The administrator uses his/her knowledge of the K-12 student academic content standards and appropriate instructional practices to observe and evaluate classroom planning and instruction in accordance with LEA policy and practices. As part of the evaluation process, the administrator analyzes evidence of teacher effectiveness based on student work and student learning outcomes. The administrator communicates evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices. The administrator models self-reflection and use of evidence to help teachers develop these skills and practices as part of their daily planning, instruction, and assessment activities with students. The administrator uses his/her knowledge of available instructional resources and technologies to help provide support for improvements in teaching and learning based on teacher and student needs. The administrator is knowledgeable about valid student assessment processes and the development and use of appropriate classroom assessment measures within a multiple measures, data-driven decision making process.

CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors

The administrator understands the demographics of the school community, including socioeconomic context, students and family characteristics, cultural and linguistic diversity, and political issues and uses this knowledge to help improve teaching and learning. The administrator is knowledgeable about both culturally-relevant instructional practices and instructional practices grounded in first and second language acquisition theories to support effective instruction for English learners, economically, culturally, and/or linguistically diverse students, and students with special needs, and others. The administrator helps teachers and staff access community resources, including parents and other community members, to promote learning about students and families, and to promote culturally and linguistically inclusive instructional practices. The administrator helps teachers, staff, and others understand the political factors within the community that may affect the school's instructional program, and is proactive in providing information about the schools, its needs and accomplishments, within the larger political environment. The administrator understands how classroom structures, school and class scheduling, and grouping practices affect student learning.

CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals

The administrator communicates the school's improvement goals to students, teachers, parents, and the community and engages in ongoing dialogue with all members of the school community about progress towards meeting the goals. The administrator identifies, collects, analyzes, and uses multiple sources of data to provide information for decision making in a variety of contexts, including but not limited to student achievement, teacher professional learning, the school climate, and the school's progress in achieving its goals. The administrator organizes data relating to achieving schoolwide goals and outcomes in a manner understandable to students, teachers, parents and the community, and analyzes the data to indicate the degree of progress being made towards the school's goals. The administrator presents and discusses these data, including but not limited to standardized achievement data, classroom and other local assessments, with all members of the school community. The administrator helps all members of the school community articulate revised school improvement goals based on continuous data analysis and reporting.

School Improvement Leadership

CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan

The administrator understands and implements strategies to institute, manage, and evaluate a school change process, including facilitating the development of a data-based school growth plan. The administrator involves, encourages and supports multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff and community goals for continuous improvement, and collaboratively design the school growth plan consistent with the school's vision and goals. The administrator uses technology effectively to help support and manage the school growth and improvement processes.

CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement

The administrator is knowledgeable about theories and strategies as well as best practices related to school improvement and the management of change to accomplish the school growth plan. The administrator determines an appropriate evaluation process to document progress towards achieving the school growth plan and is able to work collaboratively with others to identify and make needed changes based on multiple sources of data, including student outcomes.

CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan

The administrator is knowledgeable about a wide range of resources to help implement the school growth plan, including but not limited to human, fiscal, and material resources. The administrator identifies and seeks additional resources as needed from a variety of sources both within and outside of the local community to support the implementation of the school growth plan.

CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

The administrator uses strategies for continuous progress monitoring of the school's growth plan and outcomes, and collaboratively engages others in the school community in using those data for updating the school growth plan as needed. The administrator engages all members of the school community on an ongoing basis in reflecting about student outcomes.

Professional Learning and Growth Leadership

CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth

The administrator models his/her own self-improvement and professional learning and growth activities, and demonstrates monitoring of improvement in his/her own performance over time. The administrator uses multiple sources of data to help inform his/her own job-related professional growth plan. The administrator understands how to support, motivate, and provide recognition to staff at various stages in their professional careers.

CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities

The administrator is knowledgeable about adult learning principles and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional growth activities for teachers. Professional growth activities are focused on authentic situations and problems and on improving student learning outcomes consistent with the school growth plan. The administrator is knowledgeable about induction programs and support systems for beginning teachers, and about individualized teacher support processes such as mentoring and coaching. The administrator uses data effectively to collaboratively design differentiated professional development to meet the needs of individual teachers as well as overall school improvement goals.

CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

The administrator involves all members of the school community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills. The administrator is knowledgeable about and actively seeks resources for accessing and providing a variety of professional and personal growth opportunities for all members of the school community.

Organizational and Systems Leadership

CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning

The administrator understands how to apply systems thinking to set priorities and manage organizational complexity. The administrator applies research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes and systems that promote a culture of collaboration and respect, and that maintain a focus on continuous improvement and enhanced achievement for all student groups. The administrator understands how to use technology effectively to facilitate communication, manage information, enhance collaboration, and support effective management of the organization. The administrator has the skills and strategies to coordinate and align human resources within the school context, including making appropriate staffing and teacher placement decisions to support organizational goals and promote equitable learning opportunities for all student groups. The administrator understands strategies for allocating and using space to meet instructional needs and accommodate a variety of learning programs as well as co-curricular programs. The administrator recognizes and addresses potential personal biases as well as potential and actual inequities within the educational system and the school site that can negatively impact student achievement, such as, the effect of class scheduling on student achievement and on equitable access to learning opportunities for all students, including English Learners and students with special needs.

CAPE 17: Developing, Implementing, and Monitoring the School's Budget

The administrator understands school finance in California, including relevant laws and regulations. The administrator works collaboratively with others in the school community to develop, implement and monitor the school's budget and expenditures, and reports accurate and timely fiscal information to the LEA and the school community. The administrator prioritizes the use of school resources, including the budget, to support the school's vision, goals, and growth plan. The administrator understands financial recordkeeping and accounting processes, and the use of current technologies for financial management and business procedures.

CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

The administrator understands and implements federal, state, and local laws, regulations and guidelines relating to public schools and the educational process. The administrator understands constitutional and related legal rights and protections for students and staff and the administrator's role in monitoring and ensuring compliance with these rights and protections. The administrator understands legal issues and responsibilities related to evolving technologies and the use of technology within the instructional system. The administrator implements legal, equitable, and ethical

procedures for evaluating, supervising, disciplining, and dismissing staff. Where applicable, the administrator establishes legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff. The administrator understands processes of labor relations and collective bargaining in California, and contract implementation and management in the local setting. The administrator ensures that school practices and procedures meet legal maintenance, health and safety requirements, including ensuring student and staff safety, building security, crisis planning, and emergency management. Where applicable, the administrator understands and implements legal requirements relating to procedures and practices for managing auxiliary services such as food service and student transportation. The administrator understands strategies for responding effectively to unpredictable circumstances or unintended consequences of decisions and/or school events.

Community Leadership

CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public

The administrator serves as the spokesperson for the school, its accomplishments and its needs, and advocates for the school within the school community as well as to the external community and the public. The administrator demonstrates public speaking, presentation, diplomacy, writing and advocacy skills necessary to represent and promote the school, its accomplishments and its needs to a wide variety of audiences and contexts.

CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals

The administrator understands the multiple connections between the school, families and the community. The administrator encourages the involvement of the entire school community in working towards achieving the school's mission, vision and goals. The administrator understands and addresses the diverse expectations, needs, aspirations, and goals of family and community groups and uses this knowledge as a basis for planning and decision making. The administrator understands and uses communication strategies effectively to reach out to the broader community, including families, agencies, and community organizations, to promote educational and organizational improvement. The administrator demonstrates skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community.

Candidate Competency Assessment Rubric

California Administrator Performance Expectations (CAPE)

Rubric to be completed by candidate and validated by the University Fieldwork Supervisor

Performance Expectation: Visionary Leadership

This category addresses the candidate’s actionable vision of teaching and learning in the context of a given school and local education agency, and his/her ability to lead others collaboratively and ethically in implementing the vision.

Assessment of Competence:
<ol style="list-style-type: none"> 1. No Evidence 2. Developing 3. Applying 4. Exemplary

Pre Fieldwork Assessment

End of Fieldwork Assessment

	1	2	3	4		1	2	3	4
					CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency’s Overall Vision and Goals				
					CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community				
					CAPE 3: Leading by Example to Promote Implementation of the Vision				
					CAPE 4: Sharing Leadership with Others in the School Community				

Supporting Evidence:

Next Steps

Performance Expectation: Instructional Leadership

This category addresses the candidate’s knowledge of California’s student academic content standards; appropriate and effective curriculum, instructional, and assessment practices; and the candidate’s ability to analyze classroom instruction and provide focused, constructive feedback to teachers to improve teaching and learning for all students.

Assessment of Competence:				
1.	No Evidence			
2.	Developing			
3.	Applying			
4.	Exemplary			

Pre Fieldwork Assessment

End of Fieldwork Assessment

1	2	3	4	CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction	1	2	3	4
1	2	3	4	CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth	1	2	3	4
1	2	3	4	CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors	1	2	3	4
1	2	3	4	CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals	1	2	3	4

Supporting Evidence:

Next Steps:

Performance Expectation: School Improvement Leadership

This category addresses the candidate’s knowledge and implementation of appropriate and effective school improvement theories and practices, as well as his/her ability to lead others in continuous improvement efforts based on student outcomes data.

Assessment of Competence:				
1.	No Evidence			
2.	Developing			
3.	Applying			
4.	Exemplary			

Pre Fieldwork Assessment

End of Fieldwork Assessment

1	2	3	4	CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan	1	2	3	4
1	2	3	4	CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement	1	2	3	4
1	2	3	4	CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan	1	2	3	4
1	2	3	4	CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes	1	2	3	4

Supporting Evidence:

Next Steps:

Performance Expectation: Professional Learning and Growth Leadership

This category addresses the candidate’s ability to model professional growth and development as well as to identify and provide focused professional growth and development opportunities for others to help achieve the school’s vision and goals.

Assessment of Competence:				
1.	No Evidence			
2.	Developing			
3.	Applying			
4.	Exemplary			

Pre Fieldwork Assessment					End of Fieldwork Assessment				
1	2	3	4	CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth	1	2	3	4	
1	2	3	4	CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities	1	2	3	4	
1	2	3	4	CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program	1	2	3	4	

Supporting Evidence:

Next Steps

Performance Expectation: Organizational and Systems Leadership

This category addresses the candidate’s ability to understand and manage effectively the variety of interconnected systems that affect and impact the school’s ability to achieve its vision and goals.

Assessment of Competence:				
1.	No Evidence			
2.	Developing			
3.	Applying			
4.	Exemplary			

Pre Fieldwork Assessment

End of Fieldwork Assessment

1	2	3	4	CAPE 16: Understanding and Managing the Complex Interaction of All of the School’s Systems to Promote Teaching and Learning	1	2	3	4
1	2	3	4	CAPE 17: Developing, Implementing, and Monitoring the School’s Budget	1	2	3	4
1	2	3	4	CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations	1	2	3	4

Supporting Evidence:

Next Steps:

Performance Expectation: Community Leadership

This category addresses the candidate’s ability to advocate publicly for the school, its successes and its needs, with a broad range of audiences, and to involve parents, the community, and others in helping achieve the school’s vision and goals.

Assessment of Competence:				
1.	No Evidence			
2.	Developing			
3.	Applying			
4.	Exemplary			

Pre Fieldwork Assessment					End of Fieldwork Assessment				
1	2	3	4	CAPE 19: Representing and Promoting the School’s Accomplishments and Needs to the LEA and the Public	1	2	3	4	
1	2	3	4	CAPE 20: Involving the Community in Helping Achieve the School’s Vision and Goals	1	2	3	4	

Supporting Evidence:

Next Steps:

Overall Concerns/Commendations:

Evaluator:

Candidate:

Date:

Date:

Required Fieldwork Activities

Fieldwork is the place where theory meets practice. Gaining a wide range of experiences is an essential part of your preparation to be a school leader.

Fieldwork **must reflect** the typical responsibilities of a full-time administrator which include but are not limited to: curriculum leadership across disciplines (beyond your own subject area and/or job description), working with families and the broader community, discipline, special needs, English Learners, staff development and supervision, education law, budget, school improvement, advocacy, district exposure, feeder school articulation, college-career pathways, acting administrator duties and data-driven decision making.

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. You need to go beyond your department into the total school, to feeder schools, and to the district level. These activities give you the broader perspective necessary for an administrator.

The following activities are required and numbered according to the CAPE addressed. There are two activities for CAPE 1. Use the exact language as written, then add clarifying details from the CAPE to explain and personalize the activity.

NOTE: Any refinements MUST be cleared with the University Field Work Supervisors as meeting the requirements of the CAPE.

Activity/CAPE

1. A) Be Acting Administrator/Teacher-in-Charge, admin for Saturday school, or summer school principal for at least 4 full days to understand the demands of site leadership
 - B) Be a member of the School Leadership Team, an all-school committee, and/or district committee to increase district exposure, curriculum leadership, and expansion of vision
2. Interview school psychologist AND resource teacher/occupation therapist/speech therapist AND attend IEP meetings to understand child advocacy and a broad range of support staff and mental health professionals available for students with special needs
3. Shadow an administrator at your site AND at a different level (feeder school recommended) to understand the vision and potential obstacles to the vision

4. Increase district exposure and awareness by interviewing a district office administrator to understand the challenges and priorities; list title of leader; suggestions include Superintendent, Director of Human Resources, Director of Curriculum and Instruction, Assistant Superintendent, etc.
5. Design and deliver an in-service on cross-curricular or behavioral issues for staff development
6. Coach or mentor teachers for staff development; participate in classroom observations as appropriate AND de-brief best practices with colleagues AND de-brief with administration
7. Join ELAC or Site Council to assure equal access to curriculum and services AND work with English Language Learners. (If a member of School Site Council, attend at least one ELAC meeting.)
8. Assess a specific intervention at your site AND present a report including analysis of data to School Site Council AND PTA on its effectiveness or lack thereof; model data-driven decision making
9. Track discipline referrals and propose interventions for the most common offenses; present suggestions to admin; collect and analyze data on effectiveness of interventions for student and school needs
10. Participate in visits to feeder schools for vertical articulation across grade levels; share and collaborate on best practices for school improvement
11. Create a supervision schedule or testing schedule; monitor schedule AND include follow-up with staff
12. Track the funding for a program that is successful at your site based on student outcomes. Use data to support why it is successful AND detail ideas for its continued funding AND become familiar with budget and data-driven decision making
13. Attend conferences and workshops relevant for school leaders to demonstrate professional growth beyond your current job description; state topic of conference in description
14. Be a curriculum leader at your site working on school-wide goals (across disciplines and beyond your department) to level the achievement gap and promote college and career pathways
15. Design and deliver a training session for parent volunteers to work directly with families and the broader community

16. Participate in difficult parent conferences with administrator (suspension, expulsion, reassignment, retention) AND observe Education Law procedures
17. Participate in the school budget process to understand the Local Control Funding Formula and Local Control Action Plan (LCAP)
18. Participate in a hiring committee AND follow Education Law guidelines
19. Attend a District or County School Board Meeting where a hot topic is on the agenda (school closures, budget cuts, charter school proposal, etc.)
20. Conduct community outreach by working directly with district AND community agencies on child advocacy to promote health, safety and well-being of all

Candidate: _____
 University Supervisor: _____

Date: _____
 Draft: 1 2 Final

Fieldwork Planning Guide A: Visionary Leadership

California Administrator Performance Expectations (CAPE)

1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals
2. Developing a Shared Commitment to the Vision Among All Members of the School Community
3. Leading by Example to Promote Implementation of the Vision
4. Sharing Leadership with Others in the School Community

CAPE/Activity #1A Be Acting Administrator/Teacher-in-Charge, admin for Saturday school, or summer school principal for at least 4 full days to understand the demands of site leadership. I will serve as Teacher-in-Charge at least 4 times, responsible for day to day activities, including discipline.

Date of Completion: Projected by May 2016
 Actual January 8, 15, 22, 29 DONE

Evidence/Artifact: Email from Principal citing contributions; discipline/suspension notice if applicable with name(s) deleted

CAPE/Activity #1B: Be a member of the School Leadership Team, an all-school committee, and/or district committee to increase district exposure, curriculum leadership, and expansion of vision. I am a member of the School Leadership Team.

Date of Completion: Projected by May 2016
 Actual _____

Evidence/Artifact: Samples of minutes highlighting my presentations

CAPE/Activity #4 Increase district exposure and awareness by interviewing a district office administrator to understand the challenges and priorities; list title of leader; suggestions include Superintendent, Director of Human Resources, Director of Curriculum and Instruction, Assistant Superintendent, etc. I will interview the Director of Human Resources for NVUSD.

Date of Completion: Projected by May 2016
 Actual _____

Evidence/Artifact: Reflection following interview, projections for enrollment and hiring, challenges, etc.

Candidate: _____
 University Supervisor: _____

Date: _____
 Draft: 1 2 Final

Fieldwork Planning Guide
B: Instructional Leadership

California Administrator Performance Expectations (CAPE)

- 5. Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction
- 6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth
- 7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors
- 8. Communicating With the School Community about School-wide Outcomes Data and Improvement Goals

CAPE/Activity #6: Coach or mentor teachers for staff development; participate in classroom observations as appropriate AND de-brief best practices with colleagues AND de-brief with administration. I will participate in district walk-throughs; debrief with teachers and administrators; and evaluate, analyze, and provide feedback on the effectiveness of teaching and learning.

Date of Completion: Projected by May 2016
 Actual _____

Evidence/Artifact: Selection from observation and follow-up notes/coaching materials

Candidate: _____
 University Supervisor: _____

Date: _____
 Draft: 1 2 Final

Fieldwork Planning Guide C: School Improvement Leadership

California Administrator Performance Expectations (CAPE)

9. Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan
10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement
11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan
12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

Activity #12: Track the funding for a program that is successful at your site based on student outcomes. Use data to support why it is successful AND detail ideas for its continued funding AND become familiar with budget and data-driven decision making. I will assess the effectiveness of the Accelerated Reader program and prepare a cost-benefit analysis to assist Site Council with decisions about continued funding.

Date of Completion: Projected by May 2016
 Actual _____

Evidence/Artifact: Analysis of Data and PowerPoint

Candidate: _____
 University Supervisor: _____

Date: _____
 Draft: 1 2 Final

Fieldwork Planning Guide
D: Professional Learning and Growth Leadership

California Administrator Performance Expectations (CAPE)

- 13. Modeling Life-Long Learning and Job-Related Professional Growth
- 14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities
- 15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

CAPE/Activity #13 Attend conferences and workshops relevant for school leaders to demonstrate professional growth beyond your current job description; state topic of conference in description. I will attend the Aspiring Administrators Academy for the Fairfiled-Suisun school district and complete my PASC at Touro University.

Date of Completion: Projected by May 2016
 Actual _____

Evidence/Artifact: Verification of attendance at Aspiring Administrators Academy; exit portfolio for TU

Candidate: _____
University Supervisor: _____

Date: _____
Draft: 1 2 Final

Fieldwork Planning Guide
E: Organizational and Systems Leaderships

California Administrator Performance Expectations (CAPE)

- 16. Understanding and Managing the Complex Interaction of All of the School’s Systems to Promote Teaching and Learning
- 17. Developing, Implementing, and Monitoring the School’s Budget
- 18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

CAPE/Activity #17: Participate in the school budget process to understand the Local Control Funding Formula and Local Control Action Plan (LCAP) I will participate in School Site Council, reviewing the School Safety Plan and budget.	
Date of Completion:	Projected by May 2016 Actual _____
Evidence/Artifact:	Site Council minutes, screen shots of budget and safety plan.

Candidate: _____
 University Supervisor: _____

Date: _____
 Draft: 1 2 Final

Fieldwork Planning Guide F: Community Leadership

California Administrator Performance Expectations (CAPE)

19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public
 20. Involving the Community in Helping Achieve the School's Vision and Goals

CAPE/Activity #19: Attend a District or County School Board Meeting where a hot topic is on the agenda (school closures, budget cuts, charter school proposal, gender equity, etc.) I will monitor the implementation of the district consent decree regarding LBGTO (Lesbian, Bisexual, Gay, Transgender, and Queer) and present findings to the School Board. As the school site LBGTO coordinator, I will train all site employees, invite community representatives, and teach a lesson to every student on campus regarding tolerance of LBGTO families.

Date of Completion: Projected by May 2016
 Actual _____

Evidence/Artifact: Board meeting agenda noting my presentation; Training agenda

CAPE/Activity #20: Conduct community outreach by working directly with district AND community agencies on child advocacy to promote health, safety and well-being of all. I will attend a Rotary Club meeting to promote our school to the community at large and request community partnership to help fund our district's on-site child care for our teen mothers.

Date of Completion: Projected by May 2016
 Actual _____

Evidence/Artifact: Letter from organization

Samples of evidence/artifacts include:

- Minutes of meetings
- Screen shots
- Analysis of data: graphs, charts, grids, PowerPoint
- Agendas
- Completed surveys
- Completed exit portfolio
- Email from principal citing contribution
- Discipline/suspension notice (names deleted)
- Letter or email from agency or community organization
- Classroom observation record (names deleted)
- Training materials
- Coaching journal entries
- Signature page from grant or WASC report
- Personal reflection

Date of Completion: Projected by:
 Actual:

Evidence/Artifact:

Evidence/Artifact:

Fieldwork Checklist: Please check off each as completed and list the number of the activity/activities that satisfy each requirement in the space next to the item.

Your successful fieldwork plan MUST show evidence of:

Acting Administrator/Teacher-in-Charge

Curriculum leadership across disciplines

Working with families and the broader community

Working with Students with Special Needs

Working with English Language Learners

Discipline

Staff development

Supervision

Education Law

Budget

District exposure

Feeder school visit and articulation

Data driven decision making/ Analysis of Data

Child Advocacy

College-Career Pathways

All STANDARDS AND CAPE (check each below as completed)

Standard A 1 2 3 4

Standard B 5 6 7 8

Standard C 9 10 11 12

Standard D 13 14 15

Standard E 16 17 18

Standard F 19 20

Place an X by each item as completed. Follow all 10 steps.

Fieldwork Scoring Rubric: Due on or before end of term (exact date TBA):

Place an X by each item as completed. Follow all 10 steps.

ED 608/610 Field Work Plan Requirements

- 1) ___ minimum of 20 approved activities properly formatted across all standards (1 activity for each CAPE as required)
- 2) ___ all actual completion dates entered, when appropriate, and marked in plan as **DONE**
- 3) ___ artifact/evidence listed for every activity in plan (but NOT uploaded until ED 609 when actual exit portfolio is created) (See Appendix F for suggestions)
- 4) ___ fieldwork checklist updated quarterly as a separate document
- 5) ___ Candidate Assessment rubric done (Part 1 for 608A; Part 2 for 608B) and uploaded in Edmodo on or before due date
- 6) ___ triad meeting verification uploaded (HB signature page 9 for 608 A; 608B face-to-face meeting)
- 7) ___ all course deadlines met and updates followed per syllabus, class meeting, TU email communication, and Edmodo messages
- 8) ___ revised fieldwork plan meeting all requirements uploaded to the fieldwork plan assignment link in Edmodo on or before due date
- 9) ___ this completed rubric uploaded to the Scoring Rubric assignment link in Edmodo on or before due date
- 10) ___ Instructor emailed (marilyn.nachtman@tu.edu or carol.adams@tu.edu) to indicate all above completed, uploaded in Edmodo, and ready to assess on or before due date

TOTAL=_____ /10 items

(Each item worth 2 points for a possible 20 points)

(Up to 20 possible points will be added to other points as listed in the syllabus for a total of 100 points)

Fieldwork Scoring Rubric: Due on or before end of term (exact date TBA):

Place an X by each item as completed. Follow all 10 steps.

ED 608/610 Field Work Plan Requirements

- 11)___minimum of 20 approved activities properly formatted across all standards (1 activity for each CAPE as required)
- 12)___ all actual completion dates entered, when appropriate, and marked in plan as **DONE**
- 13)___ artifact/evidence listed for every activity in plan (but NOT uploaded until ED 609 when actual exit portfolio is created) (See Appendix F for suggestions)
- 14)___ fieldwork checklist updated quarterly as a separate document
- 15)___ Candidate Assessment rubric done (Part 1 for 608A; Part 2 for 608B) and uploaded in Edmodo on or before due date
- 16)___ triad meeting verification uploaded (HB signature page 9 for 608 A; 608B face-to-face meeting)
- 17)___ all course deadlines met and updates followed per syllabus, class meeting, TU email communication, and Edmodo messages
- 18)___ revised fieldwork plan meeting all requirements uploaded to the fieldwork plan assignment link in Edmodo on or before due date
- 19)___ this completed rubric uploaded to the Scoring Rubric assignment link in Edmodo on or before due date
- 20)___ Instructor emailed (marilyn.nachtman@tu.edu or carol.adams@tu.edu) to indicate all above completed, uploaded in Edmodo, and ready to assess on or before due date

TOTAL= _____/10 items

(Each item worth 2 points for a possible 20 points)

(Up to 20 possible points will be added to other points as listed in the syllabus for a total of 100 points for the semester. Note late point policy in syllabus.)