



**CENTER TO CLOSE
THE OPPORTUNITY GAP**
Identifying Best Practices to Ensure Student
Achievement in California's PK-12 Schools
CSU The California State University

CCOG Clearinghouse



Equity Apps Workbook

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Educational Leadership 2023-2024

EQUITY APPS

WORKBOOK



INSTRUCTOR ABSTRACT

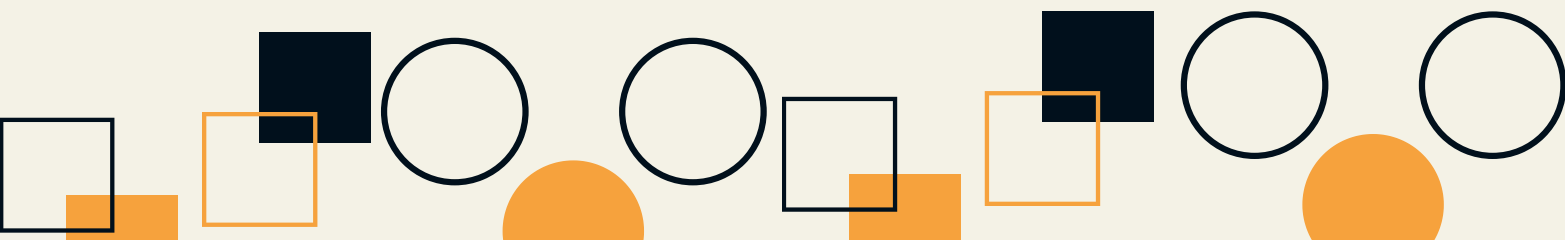
The purpose of these activities is to include the introduction to this equity framework, practice, and reflection of equitable leadership of our current administrators within, during, and at the end of their administrative credential program. These activities were built to be used as supplemental to the 3 cycles of the California Administrator Performance Assessment CalAPA from the California Commission on Teacher Credentialing (CTC). The CalAPA assesses the candidate's understanding and mastery of the California Administrator Performance Expectations (CAPE). The Equity Apps assessment is centered on the CAPEs to enhance the development of equitable leaders through participation in relevant activities. Research suggests that an understanding, perspective, and openness to grow as an equitable leader is critical in effective leadership. This supplemental assessment has been developed through workgroups established by San Diego State University in partnership with the Stuart Foundation. These activities can be used to guide a semester of a program, an entire course, or independently by events as applicable.

In the PLNU Educational Leadership program, we want to be sure candidates discuss and learn equitable leadership practices throughout their time with us, therefore, get to know these activities and implement them as appropriate to fit the content you are teaching. If we continue to build on these concepts similarly throughout the course, this ongoing process of becoming an equitable leader can be continuous. All activities can be repeated or stand-alone to fit your needs. As becoming equitable is a progression and ever-changing according to candidates' sphere of influence and personal journey, the activities may be repeated in several courses, but produce different results and experiences. Therefore, it is unnecessary to coordinate when or if the activity would be used simultaneously or repeatedly. As candidates develop as a leader, they will become confident with the activities and be able to participate in the activity at deeper levels as they grow. For this reason, review the activities, get to know the framework and research used, and decide which activities would fit best in your circumstance. Thank you for participating in the effort to develop equitable leaders for our schools!

Dr. Lori Fall

Educational Leadership Program Director

Point Loma Nazarene University



CONSEQUENTIAL TASKS

PURPOSE

1. To be intentional and meaningful
2. To create an outcome
3. To follow a collaborative problem-solving process
4. To require participation over observation
5. To include feedback and reflection

OBJECTIVES

1. For students to demonstrate growth in the understanding of how to increase equity in a school event (Event 2).
2. For students to collaboratively problem-solve regarding equity deficiencies (Event 2).
3. For students to engage in real-life situations that highlight and expose their leadership equity perspective (Events 2 & 3).
4. For students to understand and reflect on their current equity perspective and discover blind spots as areas of needed growth (Events 1 & 4)
5. For students to demonstrate an understanding of how collective efficacy impacts parent and community engagement (CAPE 4, Event 2).

GOALS

For prospective administrator students to authentically demonstrate an understanding of how collective efficacy impacts parent and community engagement through equity-driven leadership practices and collaboration with fellow leaders. Currently, state leadership assessments do not include performance-based assessments around parent and family engagement. Therefore, this assessment seeks to address equitable parent-school collaboration and engagement. Candidates will also participate in self-reflection that will create awareness of blind spots related to equity-minded school leadership. Our commitment to developing and supporting equity-driven leaders who can change the culture of achievement in our schools accentuates the need for students to authentically demonstrate an understanding and readiness for growth and continual learning in this regard. Within a school, collective efficacy represents the beliefs of group members concerning the capability of a social system to perform (Bandura, 1997). Collective efficacy was found to reduce the academic disadvantage experienced by Black students and positively predict students' academic achievement (Bandura, 1993; Goddard et al., 2000; Goddard et al., 2017). For this reason, the entire performance-based assessment will be completed collaboratively to emphasize the importance of leading alongside a community collectively working to support the success of students. Our solution to this need is to administer a series of activities during or at the conclusion of all required coursework that incorporates a series of case studies, simulations, writing reflections, and presentations. The authentic culmination of learning is recommended to be presented to a panel of community members, school district personnel, faculty members from the university, and current program students. The activities will provide opportunities for reflection from both the candidates and the panel to allow for authentic feedback.

CULMINATING ASSESSMENT OUTLINE

A series of four events are administered to Tier 1 candidates. Each event is designed around the theme of equitable parent and family engagement. Suggestions of time frames for a stand-alone event are given below.

The event themes:

1. Framework Response (2 Class sessions)
2. Building Trust and Understanding (1 - 2 Class sessions)
3. Equity of Practice (2 - 3 Class sessions)
4. Presentation of Response and Reflection (1 Class session)

Candidates will participate in each event in collaboration with other candidates. Each event requires a response either in writing, through collaboration, or recorded audio. Each event will serve to assess the dispositions, decision-making, and principles of equitable leadership using the six steps of Data Inquiry for Equitable Collaboration. Candidates will complete each event on a separate day and will be required to complete assigned readings related to the event. Reading can be completed in advance outside of the day of the event. A rubric will be provided for each event that the panel or instructors can use to assess candidates' overall performance and feedback. Panel members will be briefed on each event on the criteria for success, directions for scoring, and their role in each event.

STUDENT ABSTRACT

Equitable Family Engagement

The California Administrative Performance Expectations (CAPEs) and the California Professional Standards for Educational Leaders (CPSELs) are a set of principles and behaviors that school administrators should know and be able to exhibit at the end of their preliminary and clear administrative credential programs. CAPE and CPSEL 4 state that “Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.”

During this series of events, your task will be to respond as an equitable leader promoting equitable family engagement in your community. The following information is background knowledge to use as a reference to the completion of the events. Equitable family engagement focuses on meaningful engagement activities and systems between schools and families that do not characterize or treat specific parent groups as deficient in their level of engagement or approach to education (Day, 2013). This includes specific practices or approaches that reflect the values of a general group of families, as well as systems that foster tailored supports, flexible engagement options, and coordination between families and schools. For many schools, equitable family engagement includes a special focus on minority, immigrant, or refugee families.

For parents, equitable family engagement can include:

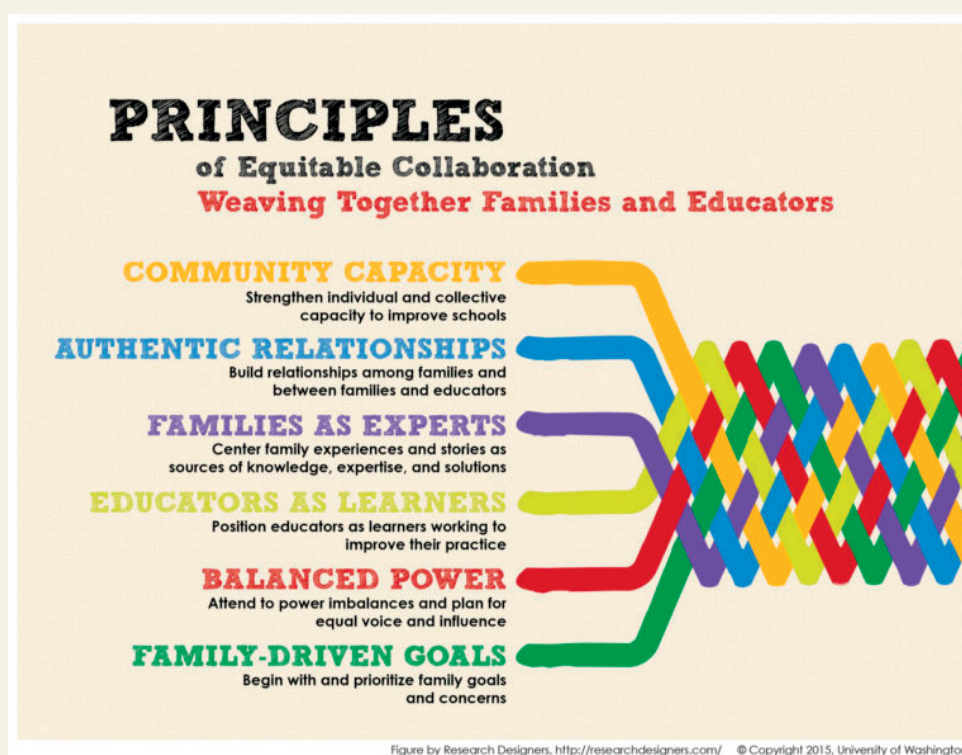
- A relationship with a trusted staff person or teacher who is approachable, friendly, receptive to concerns, and a champion for the student and family.
- Perceptions that families are welcome and valued at the school.
- Receptivity, transparency, empathy, and flexibility from school staff regarding communication and collaborative efforts to support learning and success. (Day, 2013; Ferguson, 2005; LaRocque, 2013)

For school teachers and leaders, equitable family engagement can include:

- acknowledging and navigating cultural differences through communication and sensitivity, as well as
- overcoming other structural challenges or barriers (Olsen, et al., 2006). This includes skills such as:
- Accepting and respecting different cultural differences around communication and values.
- Self-awareness regarding one’s own culture and values.
- Understanding how various factors influence interpersonal dynamics and experiences. (NEA, 2008) (Excerpt from Student Support Network, 2018)

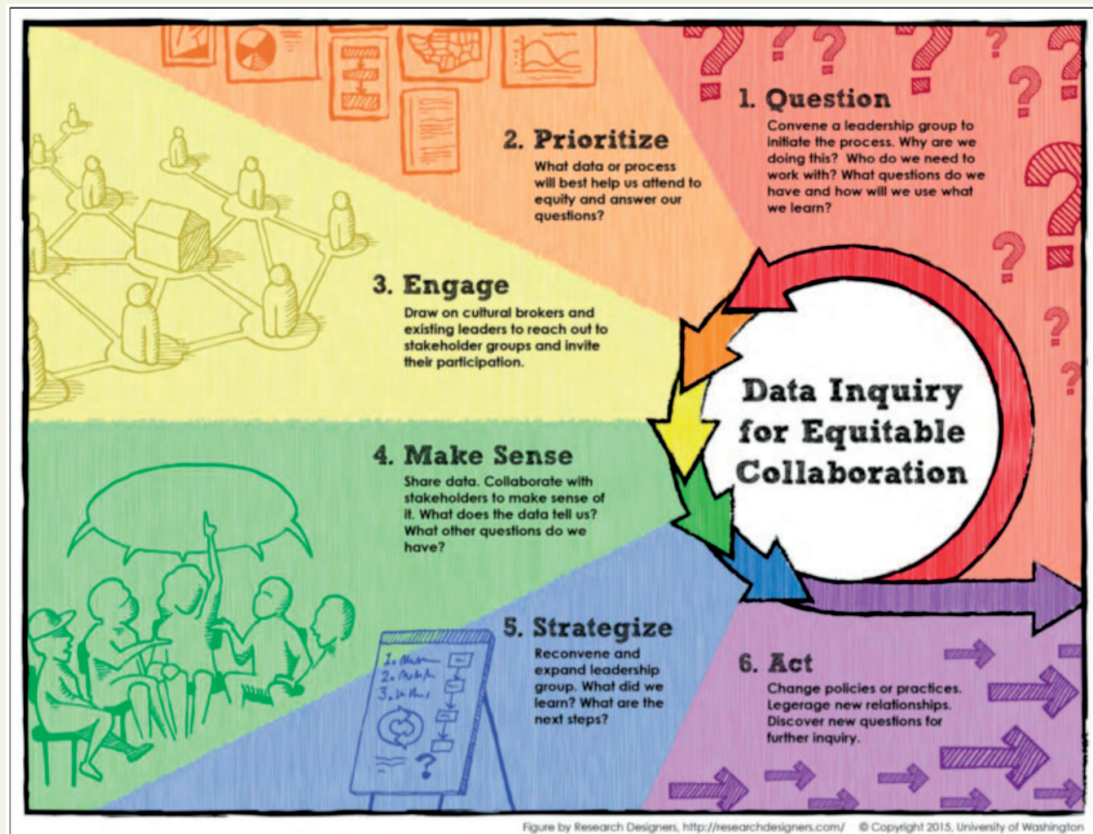
In these activities, the following protocols will be used and are visually included along with a live link when this document is in digital form.

- Principals of Equitable Collaboration from Organizing Engagement
<https://organizingengagement.org/featured/equitable-collaboration-framework/>
- The contrasting rules of engagement in district-community relationships from Organizing Engagement
<https://organizingengagement.org/wp-content/uploads/2019/07/Equitable-Collaboration-Framework-Contrasting-Rules-of-Engagement-Illustration-Equitable-Parent-School-Collaboration-Research-Project.jpg>
- Data inquiry for equitable collaboration from Organizing Engagement
<https://organizingengagement.org/wp-content/uploads/2019/07/Equitable-Collaboration-Framework-Data-Inquiry-for-Equitable-Collaboration-Illustration-Equitable-Parent-School-Collaboration-Research-Project.jpg>



Contrasting rules of engagement in district-community relationships

TRADITIONAL PARTNERSHIPS	EQUITABLE COLLABORATIONS
GOALS: Material resources and discrete aims within a culture of denial or implicit blame	GOALS: Systemic change within a culture of shared responsibility
STRATEGIES: Reliance on technical change such as scaling existing practices or leveraging existing relationships	STRATEGIES: Adaptive change to build capacity and relationships of a broad range of stakeholders
PARENT ROLE: Non-dominant parents are seen as clients and beneficiaries, professionals set the agenda	PARENT ROLE: Non-dominant parents are seen as educational leaders who contribute and help shape the agenda
PROCESS: Apolitical approach focused on schools in isolation from broader issues in the community	PROCESS: Reform as a political process that addresses broader issues in community



*Ann Ishimaru and Joe Lott, 2019, Charting a Course to Equitable Collaboration: Learning from Parent Engagement Initiatives in the Road Map Project

*Equitable Collaboration Report: Road Map Project

*Identifying Barriers to Engagement, Baker et al., 2016

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EVENT 1

FRAMEWORK RESPONSE

Objective 3

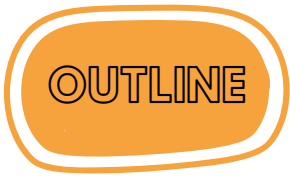
What does it mean to be an equitable leader? What are the actions that equitable leaders engage in? Event 1 is an opportunity to interface with resources to build your understanding of the behaviors, practices, and beliefs of an equitable educator. You will be exposed to several experts in this field, have an opportunity to discuss this literature with colleagues, and then as a culminating experience, you will craft an equitable leadership philosophy. Select your school scenario, either elementary or high school, and get familiar with your community. You will complete events 1 and 2 through this lens and use the case study to complete events 3 and 4. As we begin the development of a common understanding of what it means to be an equitable leader, spend some time reading over the case study that best represents your current and/or future employment context.

Task 1 (Introduce)

Begin the process of developing a personal philosophy on equitable leadership. Based on the readings of Ishimaru and Galloway's (2014) and Galloway and Ishimaru's (2018) equitable leadership practices framework and the identification of high-leverage leadership practices for equity, begin to build your own personal model of equity on your current campus. Critically read, analyze, discuss, and consider the article content in relationship to the development of your own philosophy of an equitable leader. This first task will focus on building a common understanding and growing your familiarity with literature about equitable leadership.

Critically read and analyze the two articles by authors Galloway and Ishimaru, and use the **template** (see next page) provided for analyzing research to guide the small group discussion. Consider how the salient points of each article can help shape your own philosophy as an equitable leader. Use the Case Study scenario to help shape your thoughts based on the details presented. **In a small group, develop an outline of at least 5 actions you could take as an equitable educator in a leadership position. Be prepared to share your group responses.**





Task 1 (Introduce)



In a small group, develop an outline of at least 5 actions you could take as an equitable educator in a leadership position. Be prepared to share your group responses.

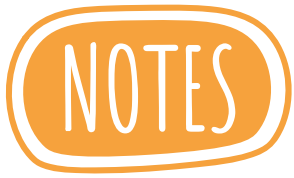
1

2

3

4

5



Task 1 (Introduce)

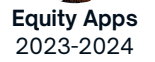


Equity Apps

Equitable Leadership on the Ground: Converging on High-Leverage Practices

by Galloway and Ishimaru (2017)

[illegible]



Task 1 (Introduce)

Critical Thinking Reflection

Using the elements of critical thinking, complete the template to evaluate your understanding of the topic in the article.

1. The main purpose of the article? What is the author's purpose for writing the article?

2. The key question that the author is addressing?

3. The most important information in this article is? (Facts, data to support the conclusion)

4. The main inferences/conclusions in this article are? (Identify the key conclusion by the author)

5. The key concept(s) we need to understand in this article are? What is the most important idea you would have to understand in order to comprehend the author's line of reasoning?

Critical Thinking Reflection

6. The implications of this line of reasoning is? What consequences are likely to follow if the author is or is not taken seriously?

7. The main point of view presented in this article is? What is the author looking at and how is he/she seeing it?

NOTES

Task 2 (Practice)

Out of the multiple article positions and frameworks provided ([Christie et al., 2015](#); [Galloway & Ishimaru, 2018](#); [Ishimaru & Galloway, 2014](#); [Khalifa et al., 2016](#)) craft your own individual Equitable Leadership Philosophy. **State your beliefs about equitable leadership and cite experts/research used to craft these beliefs. Furthermore, outline actions you would take, the impact of these actions, and future aspirations.** This philosophy should be between 1-2 pages. Prior to your final step of sharing your philosophy, have a colleague review your work and provide feedback for organization, clarity, and content.

Beliefs	•What are my beliefs about equitable educational leadership and why do I hold these beliefs? •Who (experts) or what has informed my approaches?
Actions	•What activities, practices, and initiatives have I implemented or hope to as an educational leader? •How do these actions align with my beliefs?
Impact & Aspirations	•What difference have I made, and what evidence do I have to support that difference? •What difference do I hope to make as a leader?

*Equitable Leadership Philosophy Construction & Template

*Questions adapted from: [Kearns & Sullivan, 2011](#); [Kenny et al., 2015](#); Stavros & Hinrichs, 2011; [Schönwetter et al., 2002](#); Seldin, et al., 2010

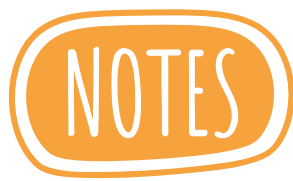
MY Equitable Leadership PHILOSOPHY

Beliefs

Future
ASPIRATIONS

EXPERT
EVIDENCE

ACTIONS?
impact?



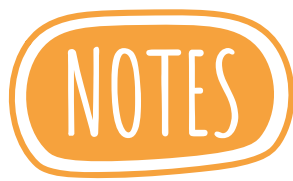
Task 2 (Practice)



Equity Apps

Putting transformative learning theory into practice by Christie et al., 2015

[illegible]



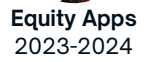
Task 2 (Practice)



Equity Apps

Putting transformative learning theory into practice by Christie et al., 2015

[illegible]



by Khalifa et al., 2016

[illegible]

Philosophy Statement Template

Task 2 (Practice)

Beliefs

**ABOUT
EQUITABLE
EDUCATIONAL
LEADERSHIP**

**EQUITABLE
EDUCATIONAL
LEADERSHIP
ACTIVITIES &
INITIATIVES**

**IMPACT
&
INFLUENCES**

**FUTURE
ASPIRATIONS**

NOTES

Philosophy Statement

Task 2 (Practice)



Event 1|Scoring Rubric

EVENT 1 Scoring Rubric		Student Name _____	
4 - Response provides understanding that <u>exemplifies</u>: Event 1 (task 1) such as: an outline that includes 5 actions of an equitable leader, Event 1 (task 2) equitable leadership philosophy that has evidence of the use of experts from the assigned readings, actions you would take, the impact of the actions, and future aspirations.	3 - Response provides understanding that <u>meets</u> the tasks such as: an outline of 5 actions of an equitable leader and an equitable leadership philosophy with <u>some</u> required components.	2 - Response provides understanding that <u>approaches</u> the tasks such as: an outline of 5 actions of an equitable leader and an equitable leadership philosophy with <u>few</u> required components.	1 - Response provides understanding that is <u>directed</u> toward understanding of the tasks but clearly insufficient.
Response <u>includes</u> : An outline developed in a group of 5 actions an equitable educator could take in a leadership position.	Response <u>includes</u> : some of the group outline of actions an equitable educator could take in a leadership position.	Response <u>omits</u> multiple items for meeting standard.	Response misses the criteria for meeting standard and does not connect with the assignment.
Response <u>includes</u> : Evidence that the reading materials have been read and applied to the student tasks for Event 1 such as expert citations.	Response <u>includes some</u> : Evidence that the reading materials have been read and applied to the student tasks for Event 1.	Response includes <u>little</u> of the equitable leadership information.	Response lacks the equitable leadership information.
Response <u>includes</u> : an individual Equitable Leadership Philosophy that includes the candidates' belief, actions, impact, and aspirations.	Equitable Leadership Philosophy that has some of the candidates' belief, action, impact and aspiration.	One of the required items is included.	None of the required items are included.

Score: _____

Suggestions for Improvement: _____



EVENT 2

BUILDING TRUST & UNDERSTANDING

Objective 4

Event 2 introduces you to the conceptual framework of collective efficacy with a focus on trust. Promoting collective efficacy among your faculty strengthens the implementation of a shared vision as faculty members demonstrate confidence that their actions will result in deepening learning and school improvement for equity and excellence. Critical in achieving shared goals is the critical element of trust. Trust is often described as the glue that holds an organization together. As educators, we recognize that trust is often built over time with students, faculty, the community, and the parents and is part of the principal's work in developing a positive school culture wherein each person feels valued, acknowledged, and respected as a contributing member of the school community.

Although trust is often developed over time, *destroying trust can occur in an instant*. In Event 2, you will be encouraged to reflect on your experiences of ways that trust was fostered among culturally diverse populations in settings that you experienced. You will discuss scenarios with colleagues and develop a plan of action for fostering trust within the school.

Activity: Building Trust and Positive Relationships as Equity-Focused Leaders

Students will:

1. Identify key aspects of leadership in building trust and positive relationships as an equity-focused leader.
2. Apply the concepts presented in the readings to scenarios as an equity-focused leader.
3. Demonstrate ways that trust can be fostered as an equity-minded educational leader.

Goal:

This event activity is designed to assess your understanding of CAPE 4: Family and Community Engagement, while demonstrating an equitable approach to educational leadership.

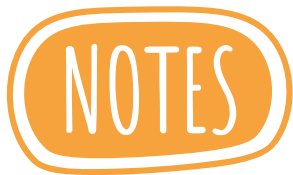


Task 1 (Introduce)

To stimulate your thinking of ways that trust is fostered in schools, read Tshannen-Moran's (2019) chapter Organizing in schools: A matter of trust and Starratt's (2013) article, Presence. Reflect on ways that trust is fostered with students, with faculty, with the community, and with parents. Begin the process of understanding the relationship of trust to build a school culture wherein each student's culture is honored and a culture of respect permeates the school. Based on your reading of Tshannen-Moran's (2019) chapter describing elements of trust, describe, "How is trust cultivated? What are the dynamics that foster trust?" This first task will focus on building a common understanding of important elements in fostering trust in schools. Discuss the following with your learning group.

Drawing on the concepts of the chapters on trust by Tshannen-Moran (2019) and Presence by Starratt (2013), develop a plan for ways that you would build trust with the groups you are responsible for as an equity-focused educational leader. **List three things you will do in demonstrating respect, an asset-based approach, presence, and cultural appreciation for parents, communities, faculty, and students. Complete the list on page 22.**





Task 1 (Introduce)



READING

Organizing Schools: A Matter of Trust by Tschannen-Moran, 2019

Presence by Starratt, 2013



Task 1 (Introduce)

Building Respect

PARENTS

1. _____

2. _____

3. _____

COMMUNITY

1. _____

2. _____

3. _____

FACULTY

1. _____

2. _____

3. _____

STUDENTS

- _____

- _____

- _____

Task 2 (Practice)

Consider the following statements:

- An emphasis on student learning includes building the academic and social capacity of all students in the school (O'Donoghue & Clark, 2010).
- Student achievement is increasingly being linked to the practices of school administrators, (Garza et al., 2011).
- Collective efficacy and a shared mission and goals are important (Kaser & Halbert, 2009).
- In high-poverty schools in which student achievement is high, administrators and teachers set high expectations for students to achieve in a nurturing environment (Desminone et al., 2007; Klar & Brewer, 2013).
- Administrators and teachers understand the student's cultural backgrounds and build on students' experiences; build positive relationships with students that nurture growth, and are passionately committed to the goal of enhancing learning for all (Kaser & Halbert, 2009).

Read the Hawthorne case study on the Learning Policy Institute [website](#). In an analysis of the Hawthorne case study, discuss the leadership practices and processes that are described by comparing the case study report to concepts discussed in the Tschannen-Moran (2019) chapter and the quotes above.

Write a response to the following (on page 24):

- How was trust nurtured?
- What leadership actions contributed to the school serving as a welcoming environment for all?
- In what way, if any, was an asset-based approach demonstrated by the leaders that showed evidence of appreciation of the cultural wealth of different ethnic groups?
- How did the leaders at Hawthorne district communicate with the students, faculty, staff, parents, and the community?



Task 2 (Practice)

Hawthorne Case Study

How was trust nurtured?

What leadership actions contributed to the school serving as a welcoming environment for all?

In what way, if any, was an asset-based approach demonstrated by the leaders that showed evidence of appreciation of the cultural wealth of different ethnic groups?

How did the leaders at Hawthorne district communicate with the students, faculty, staff, parents, and the community?

Task 3 (Practice)

Consider what you would do to build trust if you were the principal at the following school.

You are the fourth principal in four years. Many teachers at the school have served at the school for over ten years. One teacher poignantly informed you that she had been teaching at this school for 25 years and had 10 principals with 4 in the last 8 years. How would you build trust that you weren't going to leave within a year? You over-hear many deficit-based comments from teachers, such as, "These parents just don't care?" or "Only our dual language parents are engaged with the school. Others don't care." The demographics of the school are 70% Hispanic (predominantly, Latinx), 20% White, 5% Other, 3 % Black, and 2% Native American. The percentage of families who qualify for the free and reduced lunch program is 78% and 34% of the students are designated as English learners. Currently, very few African American or Native American parents participate in parent group meetings.

You are planning a school-wide parent orientation at the school. What would you do to prepare? How would you ensure that all individuals feel welcome at the school? Write the introductory remarks that you would provide to the participants to welcome them and introduce them to the school's mission and goals. What in your knowledge of important concepts of building trust would guide you in preparing your introductory remarks?

Task 4 (Practice)

Part of building trust involves a willingness to be vulnerable and share your personal story. In a meeting with your faculty to establish norms, you decide to begin by sharing your personal story of what drives your passion to serve as an advocate for all students. **Share three pivotal times when your passion to serve as an advocate for equity and excellence was fueled.** Then, ask teachers in small groups to share the three pivotal experiences that have influenced them in their work as equity-minded leaders. Then ask for **examples** that the various groups would be willing to share. Video this session, if appropriate, and analyze what helped or hindered this trust-building activity.





Task 4 (Practice)

School Wide Parent Orientation

What would you do to prepare? How would you ensure that all individuals feel welcome at the school?

Mission/Goals:

What in your knowledge of important concepts of building trust would guide you in preparing your introductory remarks?

INTRODUCTORY REMARKS:



Task 4 (Practice)

Three Pivotal Experiences

Three pivotal times when your passion to serve as an advocate for equity and excellence was fueled. These experiences have influenced you in your work as an equity-minded leader.

Examples from others in my group:

Task 5 (Assess)

Review *Partners in Education: A Dual Capacity-Building Framework* (Mapp & Kutner, 2013) at the following [link](#). Harvard professor, Karen Mapp, offers perspectives of ways that this framework influences an approach to parental engagement that emphasizes building trust and relationship building. After reading the Scranton case study, discuss the concepts that were reinforced in this scenario. **How do these concepts apply to your context? Identify ways that trust and positive relationships could be further developed at your school. As principal, how would you lead this effort?** Respect for parents as equal partners contributing to students' success requires an asset-based rather than a deficit or blaming approach. **How would you foster a norm of respect and care as principal of a school where parents have previously had little engagement with the school?**

EVENT 2: Required Reading

Allbright, T. N. Marsh, J. A., Daranola, E. J. & Kennedy, K. E. (2019). Hawthorne School District; Positive outliers case study. Learning Policy Institute.

Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. SEDL.

Starratt, R. J. (2013). Presence. In M. Grogan (Ed.), *The Jossey-Bass reader on educational leadership* (3rd ed., pp. 55-76).

Tschannen-Moran, M. (2018). Organizing in schools: A matter of trust. In M. Connolly, D. H. Eddy-Spicer, C. James & S. D. Kruse. (Eds.) *The SAGE Handbook of Schools Organization*.





Task 5 (Assess)

Dual Capacity Building (Mapp & Kutner, 2013)

How do these concepts apply to your context?

Identify ways that trust and positive relationships could be further developed at your school. As principal, how would you lead this effort?

How would you foster a norm of respect and care as principal of a school where parents have previously had little engagement with the school?



Event 2|Scoring Rubric

EVENT 2 Scoring Rubric		Student Name _____	
4 – Response provides understanding that <u>exemplifies</u>: Event 2 (task 1) such as: an outline that includes 5 actions of an equitable leader, Event 1 (task 2) equitable leadership philosophy that has evidence of the use of experts from the assigned readings, actions you would take, the impact of the actions, and future aspirations.	3 – Response provides understanding that <u>meets</u> the tasks such as: an outline of 5 actions of an equitable leader and an equitable leadership philosophy with <u>some</u> required components.	2 – Response provides understanding that <u>approaches</u> the tasks such as: an outline of 5 actions of an equitable leader and an equitable leadership philosophy with <u>few</u> required components.	1 – Response provides understanding that is <u>directed</u> toward understanding of the tasks but clearly insufficient.
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Response <u>includes</u> : Evidence that the reading materials have been read and applied to the student tasks for Event 2 such as expert citations.	Response <u>includes some</u> : Evidence that the reading materials have been read and applied to the student tasks for Event 2.	Response includes <u>little</u> of the equitable leadership information.	Response lacks the equitable leadership information.
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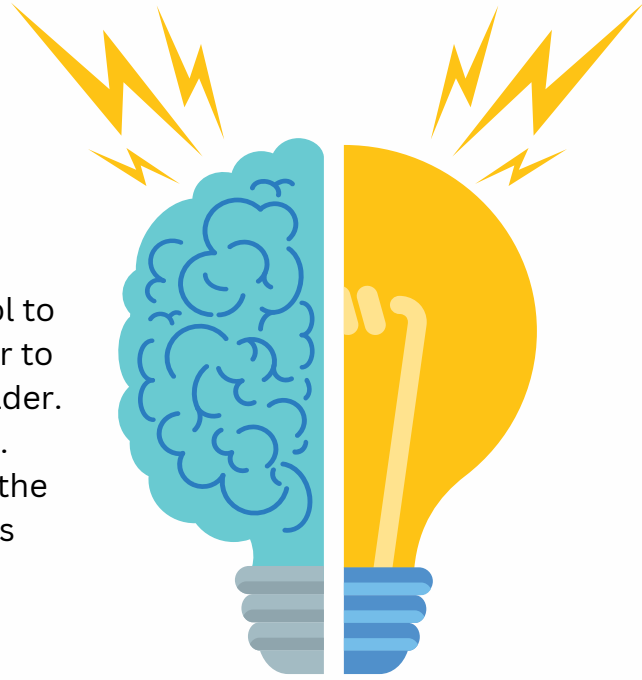
Suggestions for Improvement: _____



Prepare for Event 3

In your leadership team, create your pretend school to fit the scenario and profile in Event 3. Choose either to be an elementary school leader or a high school leader. Create the school name and mission of your school.

Who on your leadership team in class will serve as the Principal, Vice Principal, or other leadership roles as needed?



School Name:

Mascot:

Grade Level:

Mission:

Leadership Team (names & positions):

EVENT 3

EQUITY OF PRACTICE

Objective 3

Choose either the Elementary or Secondary scenario to respond to the equity problem of practice for that specific community (CAPES 4 Introduced & Practiced) for this Event. Use the profile you have created of your imaginary school to complete this Event. *Present your findings regarding your equitable problem of practice in Event 4.*



You are on the School Administrator Eligibility List and as a result, you were assigned as the principal two days ago. Today is your first day. The District Board of Education defines the role of the principal as: *Principals organize people, time, and money to accelerate student learning, build collective ownership through distributed leadership models, and have time to prioritize instruction over compliance and operations.*

- **Goal:** To engage your community, especially parents and families, to increase equity for all stakeholders.
- **School Background:** Elementary STEAM Academy is a school-wide Title I school, serving approximately 1080 students in grades ETK-6. The student population is approximately 72% Hispanic, 27% African American, and 1% other ethnicities. Additionally, 45.6% are English Learners, 96.4% are of low socioeconomic status, 3% are gifted and talented, 11% are students with disabilities, 2% are foster youth, and 2.1% are homeless. The STEM Academy is a traditional calendar dual language school with an emphasis on STEAM.
- **Mission:** Elementary STEAM Academy, in partnership with its children, families, and community guarantees each child a superior education by providing quality instruction and challenging learning experiences in a safe and orderly environment that fosters life-long learning and responsible citizenship.
- **Vision:** We create a safe and secure school environment that promotes cultural, social, and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.
- **Community:**
 - The Elementary STEAM School Community is located in the Southeast part of the city and enjoys a long history as a multi-ethnic community. The school opened in 2006 to much fanfare, as it was the first new school to be built in the area since 1963. As a result of this historic event, there was an outpouring from the greater Los Angeles Community to offer support. The school has very active partnerships with The California Science Center, Inner-City Arts, and Disney Performing Arts. Ticket prices raise money for the Inner-City Arts. The performance-based fair encourages artists of all cultures to enter.

- The annual Multi-Cultural Community Fair is a highly acclaimed tradition that is hosted at the school site. The tradition brings prominent community leaders, partners, and families together to celebrate the richness of their community.
- This year will be the first fair after the pandemic, as last year was canceled due to the shutdown of schools. The fair is held in November, and prior to the pandemic, data reflected a drop in K-3 children's attendance at the fair each year. The fair committee this year is composed of 30% teachers, 10% leadership, and 60% community members. School hour planning meetings are open to all stakeholders, with minimal attendance. Connected curricula highlighting cultures represented at the fair are sent home as homework in preparation for the fair, with a 25% completion rate.
- **Administrators:** Assistant Principal, Assistant Principal & Elementary Instructional Specialist (3X/Week)
- **Support Staff:**
 - Nurse 3X/Week
 - Psychologist 3X/Week
 - Psychiatric Social Worker 2X/Week
 - Categorical Program Advisor
 - Instructional Coach
 - School Administrative Assistant
 - 2 Office Clerks
 - Plant Manager
 - 2 Building and Grounds workers
 - Cafeteria Manager
 - 2 Cafeteria Support
 - 2 Campus Aides
 - 12 Teacher Assistants
 - Community Representative
- **Teachers:**
 - 43 Teachers
 - Average years of experience 20.3
 - Last 5 years 20% of teacher mobility
- **Data:** Please review the data on the following pages to familiarize yourself with your new school.

Task

Using the principles of equitable collaboration and the 6 steps of Data Inquiry, identify ONE equity problem of practice and respond to enhance parent and family engagement. Present your findings in Event 4.







Elementary School Data

Cumulative Attendance - Year-to-Date Report from June 2019

DATASET
1

Grade	Attendance Presented by Percent of Students in Attendance					
	Less than 87%	87-91%	92-95%	96-99%	100%	TOTAL
TK	9%	11%	4%	52%	24%	100%
KDG	8%	12%	20%	28%	32%	100%
1ST	2.0%	7%	19%	40%	32%	100%
2ND	3%	5%	15%	36%	41%	100%
3RD	4%	5%	10%	34%	47%	100%
4TH	2%	9%	14%	31%	44%	100%
5TH	4%	8%	12%	34%	42%	100%
6TH	2%	12%	14%	37%	35%	100%
TOTAL	4%	8%	14%	35%	39%	100%

Cumulative Attendance by Subgroup Ethnicity (school year 2018-2019) Percentage represents the percentage of identified students in attendance for the 2018-2019 school year.



DATASET 2

ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE	FILIPINO	TWO OR MORE
79%	90%	93%	93%	93%	95%
The overall percentage of students in attendance at this elementary school is 92% attendance rate for the 2018-2019 school year.					



DATASET

3

Grade	Number of Students Suspended	Number of Students in the Grade Level	Percentage of Students Suspended
TK	0	80	0%
KDG	0	100	0%
1ST	0	120	0%
2ND	0	120	0%
3RD	2	140	.01%
4TH	4	150	.03%
5TH	8	170	.05%
6TH	15	200	.08%
TOTAL students	29	1080	.03%

Suspension rates by grade for 2018-2019



DATASET

4

ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE	FILIPINO	TWO OR MORE
4%	30%	24%	16%	2%	24%

The overall percentage of students suspended at this elementary school is .03% for the 2018-2019 school year.

Cumulative Suspension rates by Subgroup Ethnicity (2018-2019). Percentage represents the percentage of identified students suspended for the 2018-2019 school year.



You are on the School Administrator Eligibility List and as a result, you were assigned as the principal two days ago. Today is your first day. The District Board of Education defines the role of the principal as: Principals organize people, time, and money to accelerate student learning, build collective ownership through distributed leadership models, and have time to prioritize instruction over compliance and operations.

- **Goal:** To engage your community, especially parents and families, to increase equity for all stakeholders.
- **School Background:**
 - Secondary Preparatory Academy is a school-wide Title I school, serving approximately 2,600 students in grades 9-12. The student population is approximately 90% Hispanic, 9% African American, and 1% other ethnicities, and serves 8%, English Learners. Secondary Preparatory Academy is a comprehensive school organized into 4 Small Learning Communities and 1 Computer Science Magnet, all developed to personalize instruction and maximize student achievement.
 - The school opened in 1925 and has a rich history in the community. The alumni association is very active and has a great influence on the community.
 - The Regional Tradition is the homecoming game for Secondary Preparatory Academy and is played against the Technology and Innovation Academy. This game is a tradition because the two schools were among the first schools to be established in the Northwest area of their region. The Tradition is one of the most highly acclaimed and well-attended high-school football games in the West and has taken place since the early 1900s, the year of the Secondary Preparatory Academy's establishment.
 - The Tradition brings out alumni from all parts of the world, usually fielding crowds in excess of 25,000 per game.
- **Mission:** *Secondary Preparatory Academy will provide inquiry and standards-based instruction that prepares students for college and career through excellence in academics, arts, and athletics.*
- **Vision:** *Secondary Preparatory Academy empowers its students with a high-quality education in order to develop productive members of a global society.*
- **Community:**
 - Secondary Preparatory Academy is in a neighborhood northeast of downtown known as The Heights. The Heights is an ethnically diverse community with a rich history of activism and social consciousness.
 - The Tradition rivalry has caused division in the community for years resulting in violence and racial tensions.
 - The rivalry game will be the first to take place since the pandemic, as last year was canceled due to COVID-19. The community is anxious to get back together, but concerns are still circulating that the school has not been as active in social distancing and COVID protocol. Families are concerned for their safety, not only from violence but regarding COVID-19. A strong group of parents are advocating for shot cards to be required for all



who attend the game. Others are advocating for no masks and the elimination of all protocols. Various groups are pushing for different protocols and increasing the anxiety even more than the traditional rivalry. Political unrest is threatening the cancellation of the game, with more threatened violence if the game is canceled. The police community is eager to assist as needed.

- Academic query: AP vs. intervention class size
- **Administrators:** Assistant Principal Athletics; Assistant Principal, Small Learning Communities; Assistant Principal, English Language Learners; Assistant Principal, Title 1 Students; Instruction, Magnet, Culture, and Climate.
- **Support Staff:**
 - Full-time Nurse
 - Full-time Psychologist
 - Full-time Pupil Services and Attendance
 - Full-time Psychiatric Social Worker
 - Fulltime Wellness Center Coordinator
 - Categorical Program Advisor
 - 2 Math Coaches
 - 3 English Language Arts Coaches
 - 1 Science Coach
 - 1 School Administrative Assistant
 - 8 Office Clerks (2 of which are Senior Office Assistants)
 - 1 Plant Manager
 - 4 Building and Grounds workers
 - 1 Cafeteria Manager
 - 5 Cafeteria Support
 - Half Time Community Representative
 - Full-time Athletic Director
- **Teachers:**
 - 123 Teachers
 - 20.3 average years of experience
 - Last 5 years, 20% of teacher mobility
- **Data:**
 - Please review the data on the following pages to familiarize yourself with your new school.

Task

Using the principles of equitable collaboration and the 6 steps of Data Inquiry, identify ONE equity problem of practice and respond to enhance parent and family engagement. *Present your findings in Event 4.*

DATASET

1

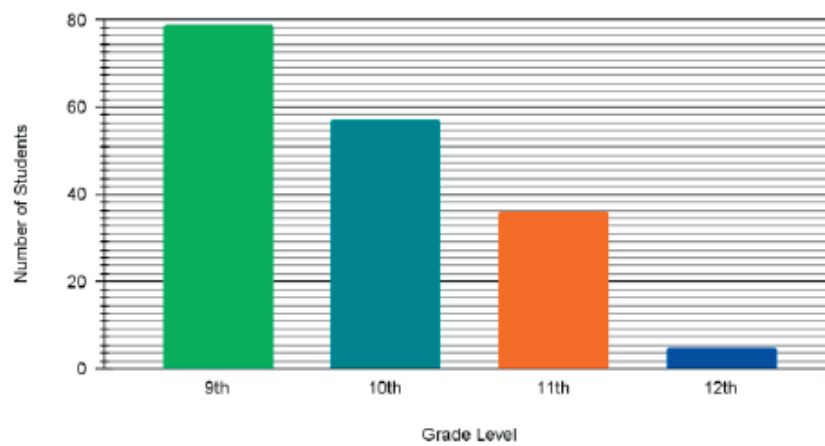
Reason(s) for Suspension	
Count of Discipline Reason(s)	
(a.2) Willful Use of Force	38
(o) Harassed, Threatened	4
(h) Possessed or used...	10
(b) Possessed...firearm	10
(c) Controlled substance	6
(a.2) Attempted to cause or threaten injury	71
(k) Disrupted school activities	18
(f) Caused/attempted to damage property	18



DATASET

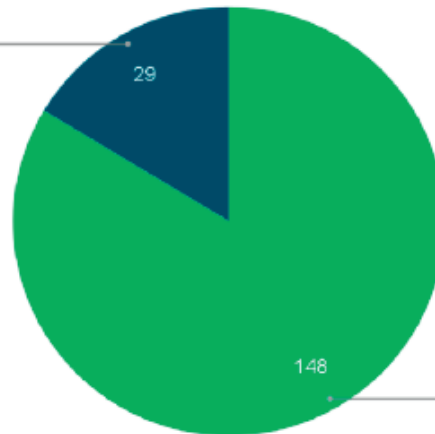
2

Suspensions by Grade Level



Suspensions by Gender

Female
16.4%

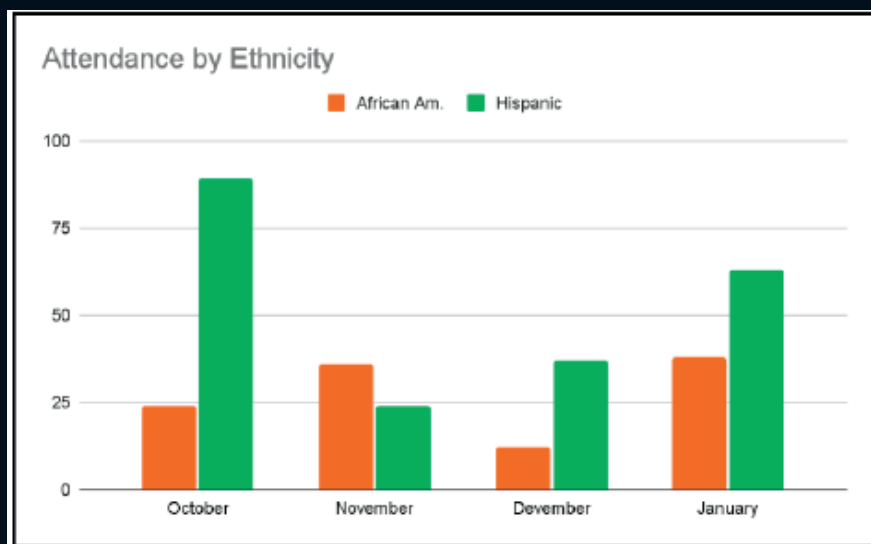
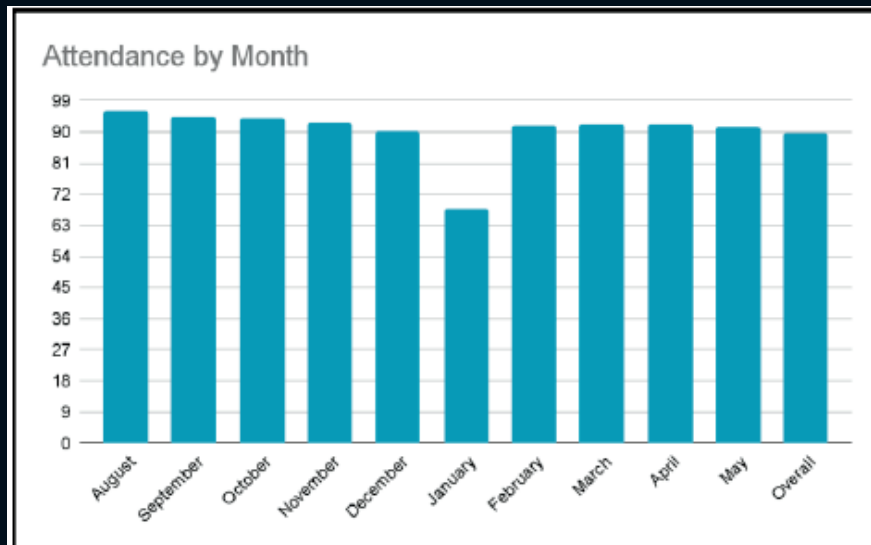


Male
83.6%



DATASET

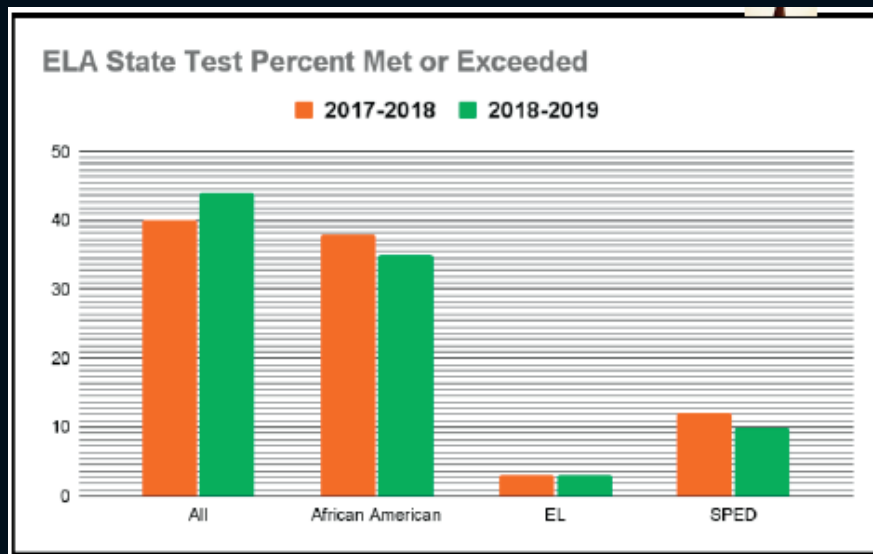
3





DATASET

4





Event 3|Scoring Rubric

EVENT 3 Scoring Rubric		Student Name	
4 - Response provides understanding that <u>exemplifies</u>: Event 3 (task 1): Use the 6 steps of data inquiry model to identify an equity problem of practice, discuss how equitable collaboration will be used during the process AND how parent and family engagement will be incorporated into the development of a solution.	3 - Response provides understanding that <u>meets</u> the tasks such as: -The use the 6 steps of data inquiry model to identify an equity problem of practice, -Discuss how equitable collaboration will be used during the process AND -How parent and family engagement will be incorporated into the development of a solution.	2 - Response provides understanding that <u>approaches</u> the tasks such as: -The partial use the 6 steps of data inquiry model to identify an equity problem of practice, OR -A discussion on how equitable collaboration will be used during the process OR -Description of how parent and family engagement will be incorporated into the development of a solution.	1 - Response provides understanding that is <u>directed</u> toward understanding of the tasks but clearly insufficient.
Response <u>includes</u> : The development of an equity problem of practice by using the 6 steps of data inquiry model.	Response <u>includes</u> : the 6 steps of data inquiry	Response <u>omits</u> multiple items for meeting standard.	Response misses the criteria for meeting standard and does not connect with the assignment.
Response <u>includes</u> : Evidence that includes a description of how equitable collaboration will be engaged in during the process of data collection and analysis.	Response <u>includes some</u> : Evidence on how equitable engagement was used.	Response includes <u>little</u> evidence of equitable collaboration.	Response lacks the equitable leadership documentation.
Response <u>includes</u> : A description of how parent and family engagement will be incorporated into the development of a solution.	Response <u>includes some</u> evidence of a solution that includes parent and family engagement.	One of the required items of parent and family engagement	None of the required items are included.

Score: _____

Suggestions for Improvement: _____





Objective 4 & 5

Task 1 (Assess)

In a trio of other administrative credential candidates, share your philosophy that has been crafted, reviewed, and edited. Listen carefully as others share their philosophies. Perhaps take note to help you with the last task of this experience, a personal reflection. **Submit your final philosophy on equitable leadership.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

FINAL

Philosophy Statement
Task 1 (Assess)

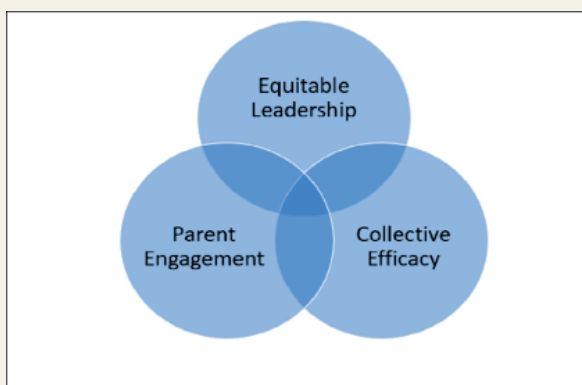
final

Task 2 (Assess)

Consider the graphic below. Each circle represents a conceptual framework introduced and applied through these Events. Each concept has a strong research base and can strengthen the school site when implemented. The California Administrator Performance Expectations (CAPEs) outline that new administrators should recognize the range of family and community perspectives and work to reach a consensus on issues such as safety, student learning, and well-being (CAPE 4B). As you reflect on the readings, discussions, and activities provided construct a written, video, or graphic response that communicates your reflection to:

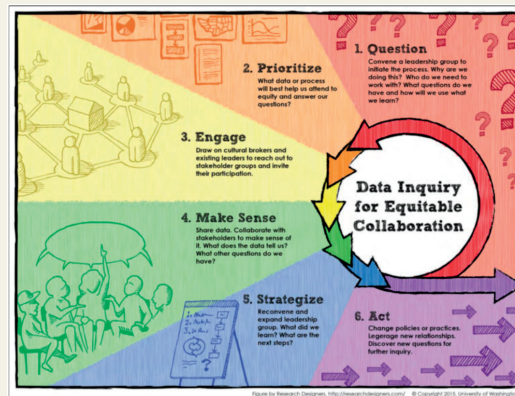
1. Content learned during the activities, such as what was your greatest epiphany, a striking realization or discovery and,
2. What are the implications of any of the learning for you as a current or future leader?

You may develop a graphic depiction to respond to these two questions as seen below or a 5- minute video or a one-page narration.



EXAMPLE:

Equitable Leadership in Practice



Task 3 (Assess)

In Event 3, you used the principles of equitable collaboration as a leadership team, the 6 steps of Data Inquiry, and identified ONE equity problem of practice to enhance parent and family engagement. In this task, your leadership team will **present your equitable problem of practice in video, writing, or PPT to the Equity Panel of classmates, colleagues, professors, and or leaders.** Participants on the Equity Panel will ask questions and share thoughts to provoke conversation and collaboration that will enhance reflection on the chosen equitable problem of practice. **When you are part of an Equity Panel, choose questions or comments to ask that will spur reflection and conversation.**

Presentation Preparation

1. Question

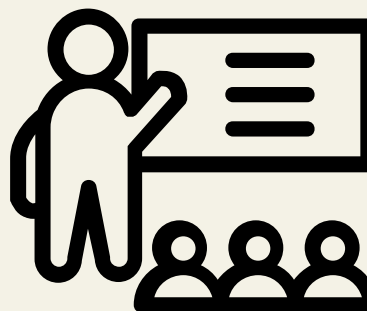
2. Prioritize

3. Engage

4. Make Sense

5. Strategize

6. Act



Equity Panel 2

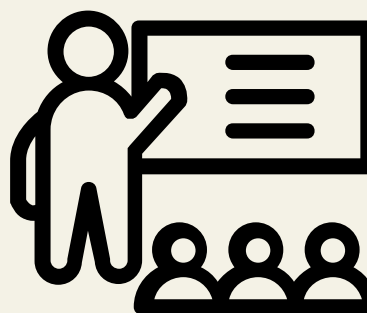
Equity Panel Participants:

Date:

NOTES



COMMENTS



Equity Panel 3

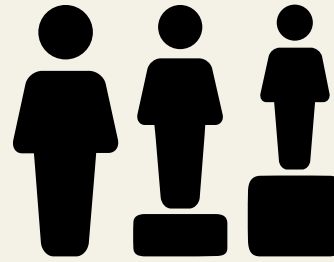
Equity Panel Participants:

Date:

NOTES



COMMENTS



Event 4|Scoring Rubric

EVENT 4 Scoring Rubric		Student Name _____	
4 – Response provides understanding that <u>exemplifies</u> Event 1 (task 1): an excellent philosophy of equitable leadership, Event 1 (task 2) reflection in writing, video, or as a graphic response that communicates reflection and implications for future leadership.	3 – Response provides understanding that <u>meets</u> the tasks such as: an acceptable equitable leadership philosophy and a reflection in writing, video, or as a graphic response that communicates reflection and some implications for future leadership	2 – Response provides understanding that <u>approaches</u> the tasks such as: a philosophy with little equity included and a reflection in writing, video, or as a graphic response that communicates little reflection and implications for future leadership	1 – Response provides understanding that is directed toward a philosophy and a reflection with understanding of the tasks but clearly insufficient.
Response <u>outlines</u> : • An equitable leadership philosophy. • Reflection in writing, video, or as a graphic response that communicates reflection and implications for future leadership.	Response <u>outlines</u> : • Some of an equitable leadership philosophy • Reflection in writing, video, or as a graphic response that communicates reflection and some implications for future leadership.	Response <u>outlines</u> : • includes little of equity as part of their leadership philosophy. • Reflection in writing, video, or as a graphic response that communicates little reflection and implications for future leadership.	Response: • Misses the criteria of both equity and leadership in the philosophy. • A written, video, or graphic response without reflection or implications for future leadership.
Response <u>includes</u> : • Evidence that the reading materials have been read and applied to the student tasks for Event 4 such as expert citations.	Response <u>includes some</u> : • Evidence that the reading materials have been read and applied to the student tasks for Event 4.	Response <u>includes little</u> of the equitable leadership information.	Response <u>lacks</u> the equitable leadership information.
Response <u>outlines</u> : • an individual Equitable Leadership Philosophy that includes the candidates' belief, actions, impact, and aspirations.	Response <u>includes some</u> : • Equitable Leadership Philosophy that has some of the candidates' belief, action, impact and aspiration.	Response <u>includes one</u> : • Either belief, action, impact, or aspiration of the candidate.	<u>None</u> of the required items are included.

Score: _____

Suggestions for Improvement: _____

APPENDIX

Course Fieldwork Notes
CalAPA Compass Maps
CalAPA Resources
Registration Tips
Program Platforms
Important Contacts
Program Requirements
Masters in Educational Administration
Taskstream
Course Sequence

Instructional Leadership

GEL 6003 FW

CalAPA Cycle 3: Supporting Teacher Growth

- ☐ Complete Fieldwork Summary (Form B)
- ☐ Fieldwork 6003.1. Cycle 3, Step 1: Investigate (Form C)
- ☐ Fieldwork 6003.2 Cycle 3, Step 2: Plan (Form C)
- ☐ Fieldwork 6003.3 Cycle 3, Step 3: Act (Form C)
- ☐ Fieldwork 6003.4 Cycle 3, Step 4: Reflect (Form C)

Organizational & Systems Leadership

GEL 6005 FW

- ☐ Complete Fieldwork Summary (Form B)
- ☐ Fieldwork 6005.1 Required FW: Research Budget Codes (Form C)
- ☐ Fieldwork 6005.2 Required FW: Research Ed Code (Form C)
- ☐ Fieldwork 6005.3 Required FW: Choose from Discretionary List (Form C)
- ☐ Fieldwork 6005.4 Required FW: Choose from Discretionary List (Form C)



School Improvement Leadership

GEL 6006 FW

CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

- ☐ Complete Fieldwork Summary (Form B)
- ☐ Fieldwork 6006.1. Cycle 1, Step 1: Investigate (Form C)
- ☐ Fieldwork 6006.2 Cycle 1, Step 2: Plan (Form C)
- ☐ Fieldwork 6006.3 Cycle 1, Step 3: Act (Form C)
- ☐ Fieldwork 6006.4 Cycle 1, Step 4: Reflect (Form C)

Professional Growth & Learning Leadership

GEL 6007 FW

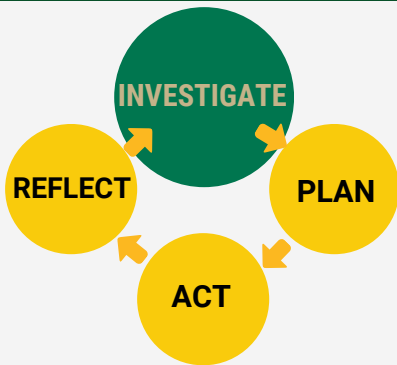
CalAPA Cycle 2: Facilitating Communities of Practice

- ☐ Complete Fieldwork Summary (Form B)
- ☐ Fieldwork 6006.1. Cycle 1, Step 1: Investigate (Form C)
- ☐ Fieldwork 6006.2 Cycle 1, Step 2: Plan (Form C)
- ☐ Fieldwork 6006.3 Cycle 1, Step 3: Act (Form C)
- ☐ Fieldwork 6006.4 Cycle 1, Step 4: Reflect (Form C)

Equity Apps
2023-2024

-

GEL 6006 - SPQ2



THE ESSENTIALS OF THE CalAPA

CYCLE 1



CYCLE VOCABULARY

Equity-Driven Leadership
Quantitative Data
Qualitative Data
California School Dashboard
California State Indicators/Measures
Equity Gap Analysis

STEP 1: INVESTIGATE

What do I need?



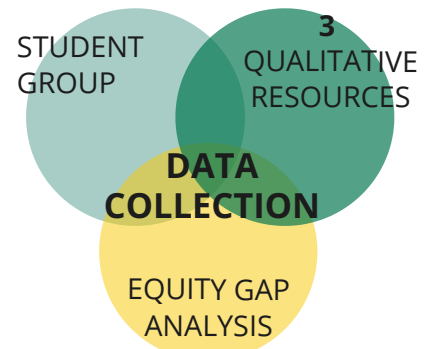
Investigate the vision, mission, and/or goals at your school and document findings.

Evidence: Part A
Written Narrative Template



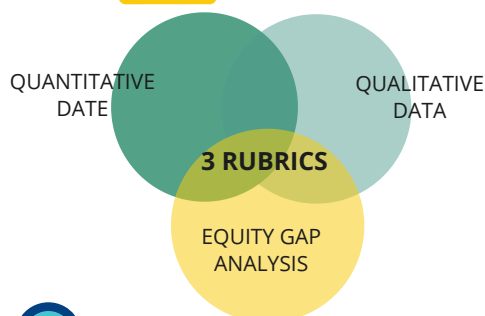
Select one California State Indicator and collect related quantitative and qualitative data across three years.

Evidence: Part A
Data Tables



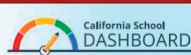
From your data analysis, identify one student group to study, collect data, and conduct an equity gap analysis.

My RUBRICS



Questions to ask myself!

1. Did I choose one California state indicator?
2. Did I select and analyze quantitative data across three years?
3. Did I identify patterns and/or trends related to equity?
4. Did I choose a student group?
5. Is my analysis related to the school's vision, mission, and/or goals?
6. Did I collect and analyze qualitative data?
7. Do I explain the data's relation to quantitative data findings and student group equity issues?
8. Is my equity gap analysis based on one state indicator & one student focus group?



At a Glance 2 Year Analysis

	District		HES		HCS		HJH		HHS	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Suspension		✓		✓		*		✓		
Chronic Abs		✓		✓		*		✓	NA	NA
ELA		✓		✓		✓		✓		
Math		✓		✓		✓		✓		
College and Career		✓		✓		✓		✓		✓
Graduation		✓		✓		✓		✓		✓

✓ = Improve or Maintain Yellow/Green/Blue

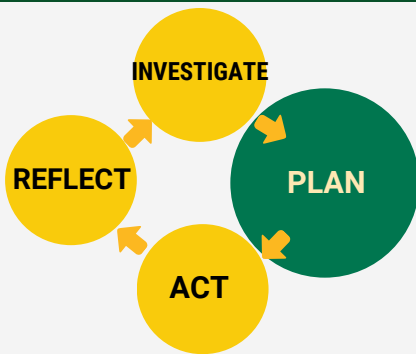
* = Suspension: Status: 1.1%, Increased 0.3%
 * = Chronic Absences: Status: 6.5%, Increase 1.2%

✓ = Improve or Maintain Yellow/Green/Blue
* = Suspension: Status: 1.1%, Increased 0.3%
* = Chronic Absenteeism: Status: 6.5%, Increase 1.3%



Passing Score:
15/40

GEL 6006 - SPQ2



THE ESSENTIALS OF THE CalAPA

CYCLE 1

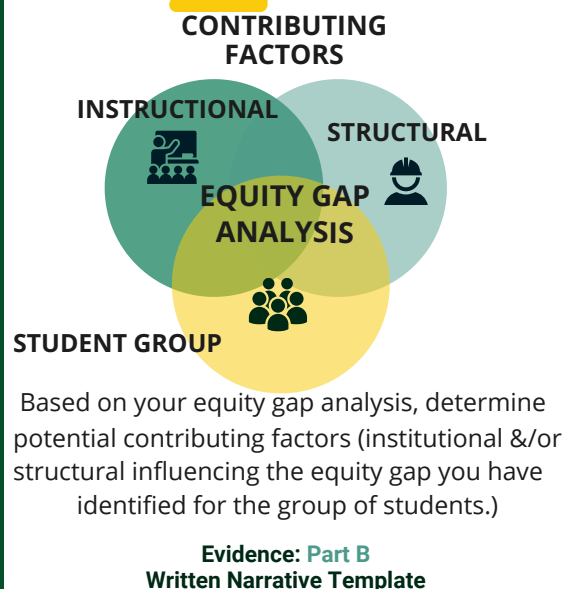


CYCLE VOCABULARY

Equity-Driven Leadership
Quantitative Data
Qualitative Data
California State Indicators/Measures
Equity Gap Analysis

STEP 2: PLAN

What do I need?



EQUITY GAP ANALYSIS



PROBLEM STATEMENT

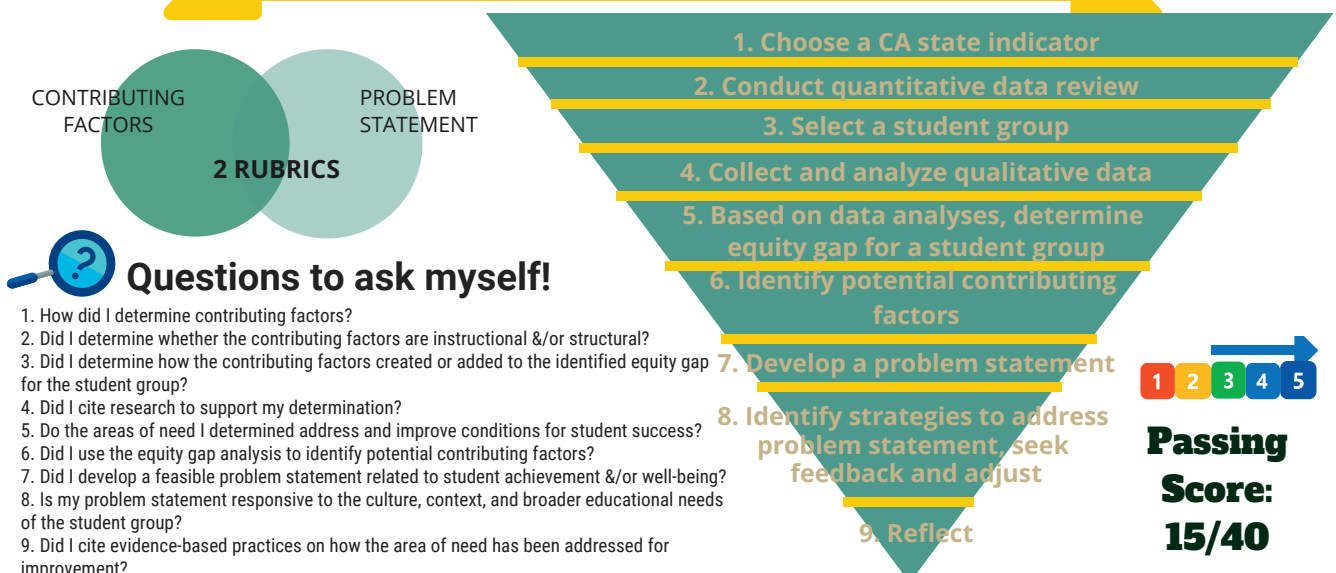
Based on your equity gap analysis and potential contributing factors you have determined for the group of students:

1. identify related educational area of need at the school and,
2. develop a problem statement

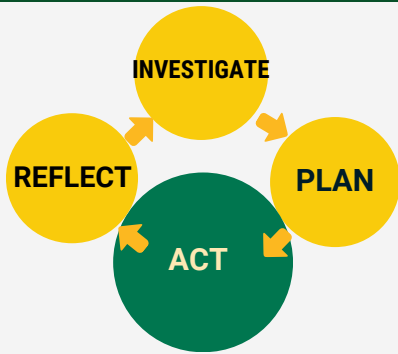


Analyzing Data to Inform School Improvement and Promote Equity

My RUBRICS



GEL 6006 - SPQ2



THE ESSENTIALS OF THE CalAPA



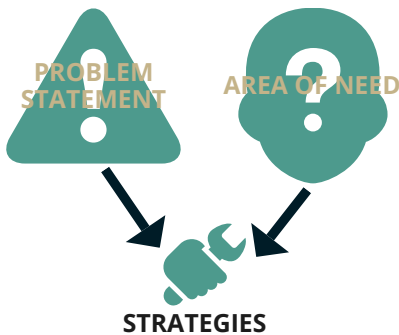
CYCLE VOCABULARY

Equity-Driven Leadership
Quantitative Data
Qualitative Data
California State Indicators/Measures
Equity Gap Analysis

CYCLE 1

STEP 3: ACT

What do I need?



Based on the problem statement and identified area of educational need, develop potential strategies for equitable student and school improvement.

**Evidence: Part C
Written Narrative Template**



ASK FOR FEEDBACK

FEASIBLE STRATEGIES?

Solicit targeted feedback from a key stakeholder(s) regarding the feasibility of your potential strategies to address the single equity gap for a group of students.

WHAT SHOULD YOU ADJUST?



STRATEGIES

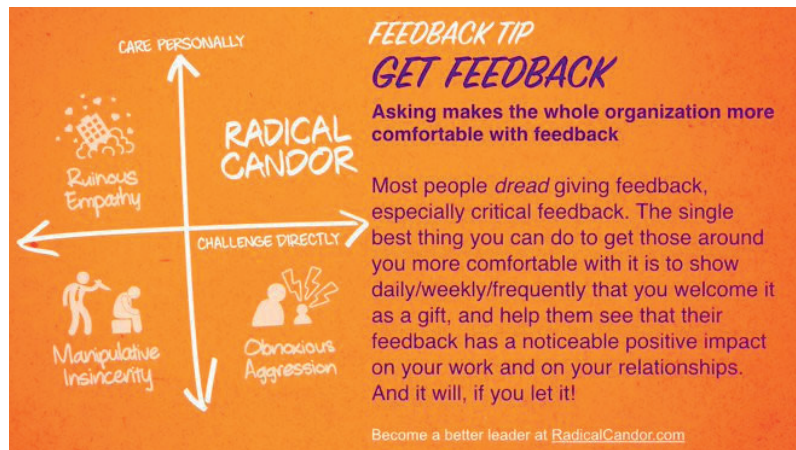
Explain how you would adjust your potential strategies for equitable student and school improvement based on the targeted feedback you received.

My RUBRICS



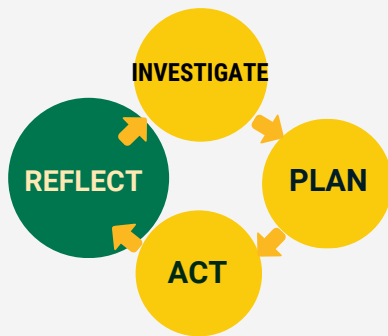
Questions to ask myself!

1. Are the strategies I proposed equitable for the student group?
2. Are the strategies I proposed well informed by the findings of the equity gap analysis?
3. Do the strategies I proposed include contributing factors?
4. Are the strategies I proposed responsive to the problem statement?
5. Are the strategies I proposed aligned to the school's mission, vision, &/or goals?
6. Do I provide research-based evidence of the relevance of the strategies proposed?
7. Did I apply feedback from a key stakeholder familiar with the school culture?
8. Did I describe next steps for creating buy-in & implications for the adjusted set of strategies?



Passing Score:
15/40

GEL 6006 - SPQ2



THE ESSENTIALS OF THE CalAPA

CYCLE 1

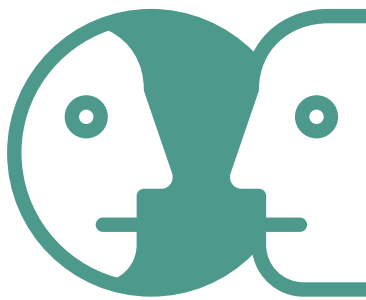


CYCLE VOCABULARY

Equity-Driven Leadership
Quantitative Data
Qualitative Data
California State Indicators/Measures
Equity Gap Analysis

STEP 4: REFLECT

What do I need?



Reflect on your work in Leadership Cycle 1 in terms of your leadership capacity to identify potential contributing factors and strategies to address a single equity gap for a group of students at the school, and reflect on what strengths you would like to further develop in this area of equitable leadership.

Evidence: **Part D**
Reflective Narrative Template

LEADERSHIP
CAPACITY
AREAS FOR
GROWTH



My RUBRICS

REFLECTION



1 RUBRIC



Passing Score:
15/40



Questions to ask myself!

1. Did I reflect, summarize, and analyze what I learned about equity-driven leadership in Cycle 1?
2. Did I cite evidence from steps 1, 2, and/or 3?
3. Did I reflect on how, based on school contexts, they might address a single equity gap for a group of students at the school?
4. Did I include social and economic aspects of the school context?
5. Did I include cultural contexts in how my approach provided equity-driven leadership?
6. Did I identify my strengths and areas for leadership growth?
7. Did I identify challenges at my school that need to be addressed collaboratively?

REFLECTIVE WRITING

D

Describe the experience.

E

Examine the experience through the lens of academic concepts or strategies.

AL

Articulate Learning by explaining what you learned, how you learned it, and why it's important.

NOTES

GEL 6007 - SPQ1



THE ESSENTIALS OF THE CalAPA



CYCLE VOCABULARY

facilitate
co-facilitate
community of practice
professional collaboration
equity-driven educational leader
problem of practice

CYCLE 2

STEP 1: INVESTIGATE

What do I need?



Inquire about and describe the current professional learning context & investigate the role of collaborative professional learning &/or communities of practice in your school.

**Evidence: Part A
Written Narrative Template**



Based on available student data, identify an educational focus for collaborative professional learning that could positively impact students learning &/or well-being.



Based on the area of educational focus, select an appropriate group of 3 to 5 educators to serve as a new community of practice to engage in professional learning with you for this cycle.

My RUBRICS

PROFESSIONAL
COLLABORATION



2 RUBRICS

AREA OF FOCUS



Questions to ask myself!

1. Did I describe & analyze current practices of professional collaboration at my school?
2. Did I describe & analyze current practices related to student learning &/or well-being?
3. Did I explain the relationship between different forms of professional collaboration and how it impacts learning &/or well-being providing evidence from observation, documentation, surveys, student work, &/or staff consultations?
4. Did I critique professional collaboration citing evidence-based adult learning &/or research?
5. Did I select an area of focus based on data?
6. Did I choose a group of educators to participate in a community of practice about student learning &/or well-being?
7. Does my area of focus correspond to the school's vision, mission, &/or goals?
8. Did I provide a rationale for group size and diverse representation to improve student learning?

1 2 3 4 5

**Passing
Score:
14/40**

select...

FOCUS AREA

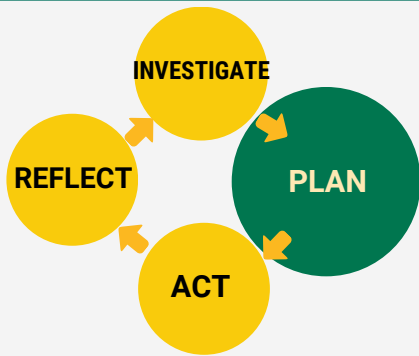
PROBLEM
of PRACTICE
STRATEGY

IMPLEMENT
STRATEGY

MONITOR
EFFECTIVENESS

FACILITATING COMMUNITIES OF PRACTICE

GEL 6007 - SPQ1



THE ESSENTIALS OF THE CalAPA

CYCLE 2

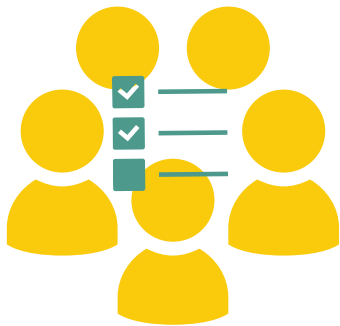


CYCLE VOCABULARY

facilitate
co-facilitate
community of practice
professional collaboration
equity-driven educational leader
problem of practice

STEP 2: PLAN

What do I need?



Hold a planning meeting with the group (3 - 5 educators) and create an agenda

Evidence: Part B & C
Written Narrative
Planning Meeting Agenda



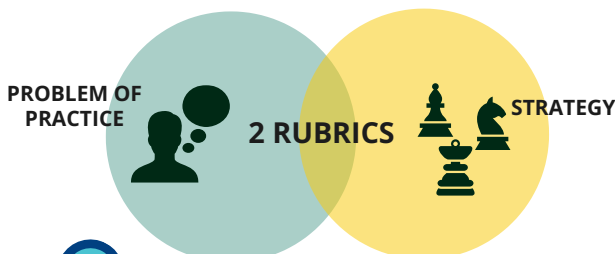
Agree upon a problem of practice within or from the area of focus based on data and the school mission, vision, a &/or goals, and discuss the rationale for selecting the problem of practice.



Jointly select one relevant evidence-based strategy to address the agreed-upon problem of practice to support student learning &/or well-being. Record minutes of the meeting with notes of what was discussed & next steps.

Evidence: Part D
Planning Meeting Minutes

My RUBRICS



Questions to ask myself!

1. Did I work collaboratively with the group to select a problem of practice?
2. Does the problem of practice relate to student learning &/or well-being?
3. Does the collaboration build group ownership?
4. Did we choose the problem of practice based on data?
5. Did I differentiate academic performance for student groups?
6. Did I create a climate of respect for diverse viewpoints to be shared?
7. How did I work collaboratively with the group to choose, learn about, and monitor implementation of an evidence-based strategy?
8. Do the strategies chosen address the selected problem of practice?
9. Did I describe the potential impact on student learning &/or well-being?
10. Did I describe potential implementation implications or challenges?

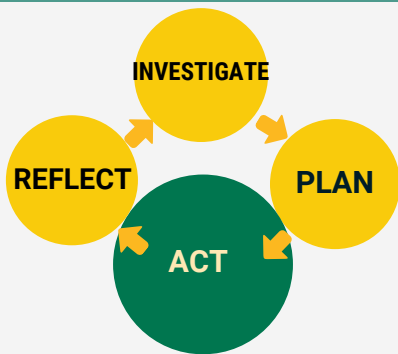


**Passing
Score:
14/40**

What is a problem of practice?

An issue embedded in K-12 schools and the communities they serve that is identified locally by school professionals and other stakeholders for further study and action. Problems of practice should, for example, focus on instructional or systemic issues; be directly observable and actionable (ie., something can be done about them); and connect to a broader strategy of improvement and the school's or system's action plan.

GEL 6007 - SPQ1



THE ESSENTIALS OF THE CalAPA

CYCLE 2



CYCLE VOCABULARY

facilitate
co-facilitate
community of practice
professional collaboration
equity-driven educational leader
problem of practice

STEP 3: ACT

What do I need?



Implement the evidence-based strategy with the group over several weeks.

Co-facilitate at least 3 implementation meetings (in addition to the first planning meeting in step 2) to support implementation of strategies to address the problem of practice. Create an agenda. Document group's learning through meeting minutes to include next steps.

Evidence: Part E
Agendas for Implementation Meetings (at least 3)

Evidence: Part F
Minutes for Implementation Meetings (at least 3)

Evidence: Part G
Key Collaborative Work Products



Video-record all meetings, select and annotate 3 video clips that show:

1. Your approach to co-establishing norms
2. Your ability to co-facilitate
3. The end of the meeting
4. Next Steps

Evidence: Part H
Annotated Video Clips

My RUBRICS

CO-FACILITATION
SKILLS



2 RUBRICS

EVIDENCE-
BASED
STRATEGIES FOR
LEARNING



**Passing
Score:
14/40**



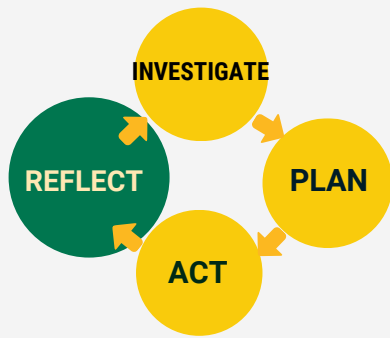
Questions to ask myself!

1. Did I co-facilitate learning by establishing, reviewing, and using norms?
2. Did I document decisions?
3. Did I facilitate a cooperative process with group consensus, feedback, and progress?
4. Did I support diverse views?
5. Did I maintain group focus and energy?
6. Did I jointly determine next steps?
7. Did I demonstrate leadership by supporting members both individually and as a group?
8. Did I demonstrate leadership by supporting members in learning to implement evidence-based strategy?
9. Did I use initial results and feedback from members to inform learning?

What are evidence-based practices?

The process in which the practitioner combines well-researched strategies with school-based experience and ethics, and educators' preference and cultures, to guide and inform how they address educational problems of practice.

GEL 6007 - SPQ1



THE ESSENTIALS OF THE CalAPA



CYCLE VOCABULARY

facilitate
co-facilitate
community of practice
professional collaboration
equity-driven educational leader
problem of practice
adult learning

CYCLE 2

STEP 4: REFLECT

What do I need?



ANALYZE



LEADERSHIP



**and
REFLECT**

Analyze your experience co-facilitating a community of practice and implementing an evidence-based strategy, including your personal leadership skills, practices, and growth areas. Reflect on your learning and equitable leadership development throughout Cycle 2.



Evidence: **Part I**
Key Collaborative Work Products

**Passing
Score:
14/40**

My RUBRICS



LEADERSHIP ANALYSIS

1 RUBRIC

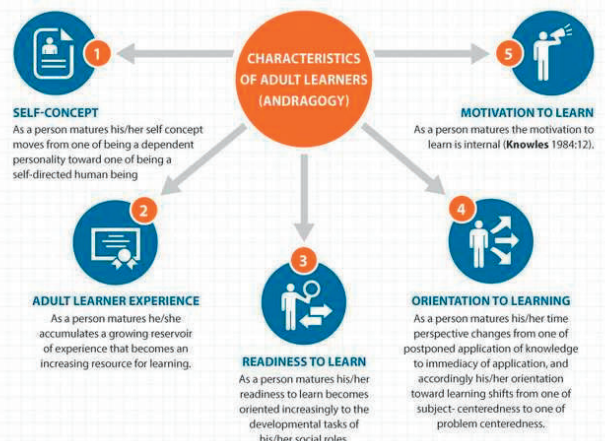
Questions to ask myself!

1. Did I use implementation results and feedback from the group to analyze my leadership skills?
2. Did I cite evidence from any of the four steps to analyze my leadership?
3. Did I analyze my leadership skills to identify areas of growth?
4. Did I analyze my leadership skills to identify next steps for equitably co-facilitating a community of practice?
5. Does my analysis illustrate how I maintained professionalism and integrity?
6. Does my analysis illustrate how I maintained an equitable approach through the community of practice inquiry process?
7. Did I cite evidence-based practices and/or research related to equity, adult learning, and set goals and describe challenges?

KNOWLES'

5 ASSUMPTIONS OF ADULT LEARNERS

In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about the characteristics of child learners (pedagogy). In 1984, Knowles added the 5th assumption.



NOTES

GEL 6003 - FAQ1



THE ESSENTIALS OF THE CalAPA

CYCLE 3

CYCLE VOCABULARY

equity-driven leadership
**Malcolm Knowle's 5
 Assumptions of Adult Learners**
 Knowle's 4 Principles of Andragogy
instructional feedback
 observation
coaching
 CSTPs

STEP 1: INVESTIGATE

What do I need?



Inquire and learn about the current teaching coaching, observation, and/or instructional feedback practices of the school. How are CSTPs used to support growth?

Teacher Volunteer



Identify a volunteer teacher for the coaching cycle and learn about the teacher's classroom context and students.

SUMMARY



Provide a summary of the context & the teacher's prior experiences with coaching, observation, &/or instructional feedback to plan for the coaching cycle.

**Evidence: Part A
 Written Narrative Template**

SUPPORTING TEACHER GROWTH

My RUBRICS



Questions to ask myself!

1. Did I describe the current role of my school's teacher coaching, observation, &/or instructional feedback?
2. Did I describe each step of the teaching coaching cycle & observation based on volunteer teacher's experience and assignment?
3. Did I analyze the current role of my school's teacher coaching, observation, &/or instructional feedback?
4. Did I include the purpose & intended goals of the practices for teachers and students?
5. Did I explain how your coaching support was differentiated to improve learning?
6. Did I discuss evidence-based practices &/or adult learning theory to explain the support given?

1 RUBRIC



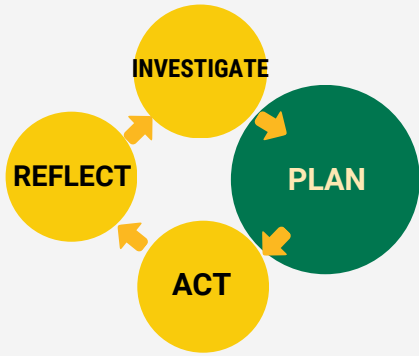
CSTPs

1 Engaging & Supporting All Students in Learning	2 Creating & Maintaining Effective Environments for Student Learning
3 Understanding & Organizing Subject Matter for Student Learning	4 Planning Instruction & Designing Learning Experiences for All
5 Assessing Students for Learning	6 Developing as a Professional Educator



**Passing
 Score:
 14/35**

GEL 6003 - FAQ1



THE ESSENTIALS OF THE CalAPA

CYCLE 3

CYCLE VOCABULARY

assets
coaching
classroom context
instructional feedback
funds of knowledge
English Learners
IEP/504
GATE

STEP 2: PLAN

What do I need?



Plan, Participate, & record a pre-observation meeting with volunteer teacher and choose 1 or 2 CSTPs to focus on for the observation & post-observation.

Evidence: **Part B**
Written Narrative Template

VOLUNTEER TEACHER



Review & collect a copy of the lesson plan to be observed & co-determine student work products that will be reviewed as the outcome of the lesson.

Evidence: **Part C**
Volunteer Teacher Lesson Plan



ANNOTATIONS

Volunteer Teacher's Self-Assessment
Lesson Plan Review
CSTP Selection
Coaching and Observation Process

Select 2 video clips as evidence of your coaching and annotate the clips to include.

Evidence: **Part D**
2 Annotated Video Clips

My RUBRICS



Questions to ask myself!

1. Did I listen and talk to the volunteer teacher to understand their learning goals?
2. Did I listen and talk to the volunteer teacher to understand classroom context?
3. Did I listen and talk to the volunteer teacher to understand student assets and learning needs?
4. Did I jointly select with the volunteer teacher one or two of the CSTP elements to focus on in the lesson?
5. Did I jointly select evidence to be collected and plan for the observation?
6. Did I engage the volunteer teacher in a pre-observation discussion about the lesson details?
7. Did I use facilitative questioning strategies to engage in a two-way discussion?
8. Did I deepen the discussion regarding equitable opportunities for all students in the class?

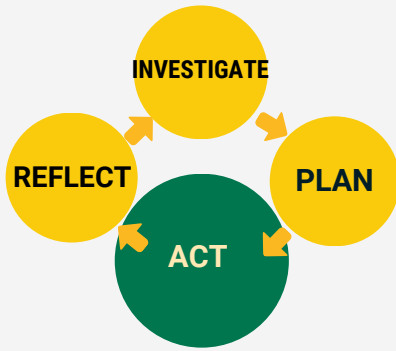


1	Engaging & Supporting All Students in Learning	2	Creating & Maintaining Effective Environments for Student Learning
3	Understanding & Organizing Subject Matter for Student Learning	4	Planning Instruction & Designing Learning Experiences for All
5	Assessing Students for Learning	6	Developing as a Professional Educator

**Passing
Score:
14/35**

SUPPORTING TEACHER GROWTH

GEL 6003 - FAQ1



THE ESSENTIALS OF THE CalAPA

CYCLE 3



CYCLE VOCABULARY

assets
coaching
classroom context
instructional feedback
funds of knowledge
English Learners
IEP/504
GATE

STEP 3: ACT

What do I need?



Conduct & video-record a classroom observation of the teacher's lesson following district policies regarding video-recording.

Evidence: Part E
Observation Notes

POST-OBSERVATION



Prepare for the post-observation meeting, then jointly participate in a post-observation meeting with the volunteer teacher.

Evidence: Part F
Student Work Product



4 minutes or less each

ANNOTATIONS

Volunteer Teacher's Self-Assessment
Lesson Plan Review
CSTP Selection
Coaching and Observation Process

Select 2 video clips as evidence of your coaching and annotate the clips to include.

Evidence: Part G
Annotated Video Clips

My RUBRICS



Questions to ask myself!

1. Did you recognize teacher qualities related to the CSTP learning goals of the lesson?
2. Did you document teacher qualities related to the CSTP learning goals of the lesson?
3. Did you include documentation regarding student grouping and adaptation for student learning needs?
4. Did you foster a learning conversation in the conference?
5. Did you use CSTP evidence in the post-observation meeting?
6. Did you use observation video and student work as evidence in the post-observation meeting?
7. Did you share evidence-based practices in your feedback that will lead to improvement?



CSTPS

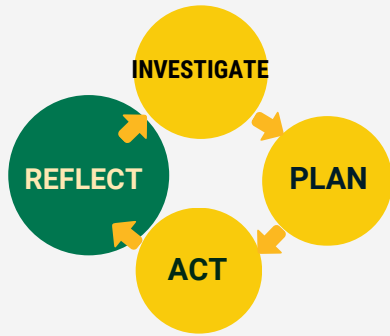
1 Engaging & Supporting All Students in Learning	2 Creating & Maintaining Effective Environments for Student Learning
3 Understanding & Organizing Subject Matter for Student Learning	4 Planning Instruction & Designing Learning Experiences for All
5 Assessing Students for Learning	6 Developing as a Professional Educator



**Passing
Score:
12/35**

SUPPORTING TEACHER GROWTH

GEL 6003 - FAQ1



THE ESSENTIALS OF THE CalAPA

CYCLE 3

CYCLE VOCABULARY

assets
coaching
classroom context
instructional feedback
funds of knowledge
English Learners
IEP/504
GATE

STEP 4: REFLECT

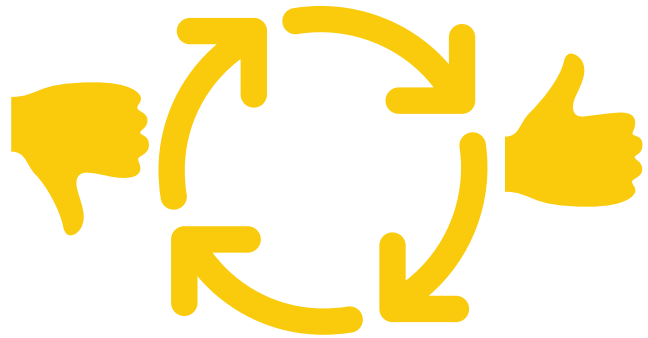
What do I need?



Reflect on your learning and leadership development in relation to your coaching and observation abilities to support teacher growth. How do coaching and instructional feedback support teachers at your school?

**Evidence: Part H
Reflective Narrative**

CONTINUOUS IMPROVEMENT



Describe continuous improvement steps for the volunteer teacher.

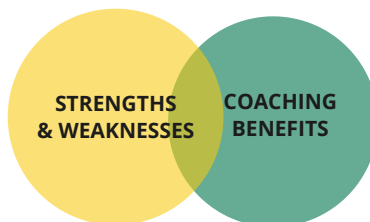
My RUBRICS



Questions to ask myself!

1. Did I analyze my capacity to conduct a CSTP-focused coaching and observation process?
2. Did I analyze my capacity based on my experience and feedback from the volunteer teacher?
3. Did I cite evidence to demonstrate my ability to facilitate and maintain a coaching partnership?
4. How would I change my approach for next time?
5. Did I cite evidence-based practices or research?
6. Did I maintain a high standard or professional behavior, integrity, and equity?
7. Did I explain how these high standards support teacher development and/or adult learning?

2 RUBRICS



CSTPS

1 Engaging & Supporting All Students in Learning	2 Creating & Maintaining Effective Environments for Student Learning
3 Understanding & Organizing Subject Matter for Student Learning	4 Planning Instruction & Designing Learning Experiences for All
5 Assessing Students for Learning	6 Developing as a Professional Educator



**Passing
Score:
14/35**

SUPPORTING TEACHER GROWTH

NOTES

CalAPA RESOURCES

Pearson

The Pearson [website](#) is the location to register for all 3 CalAPA cycles. The cost is \$150 with possible reimbursement from CTC funds in the fall. Register for each cycle at the beginning of the quad when enrolled in one of the support courses (GEL6003, 6006, or 6007). Once registered, you will be given an ePortfolio on Pearson where you can load your work as needed throughout the quad. It will save your progress. Once completed you will submit to Pearson.

GED 6091

CalAPA coaching course is provided as support for passing any of the three cycles of the APA. This 1 unit course is required if the candidate does not pass a cycle after a full semester.

Cycle Support

Support is provided by PLNU as just-in-time support for every candidate desiring assistance for preparing or submitting a CalAPA cycle. Coaches are:

Cycle 1 - Scott Meier

Cycle 2 - Gerrie Kincaid

Cycle 3 - Lynn Brickman-Hill

they can be contacted for support without registering for GED 6091.

Credentialing

All 3 CalAPAs are required to be passed prior to contacting credentialing to request your Certificate of Eligibility needed to apply for a Preliminary Administrative Services Credential. For this reason, it is important you keep up with the APA requirements and not fall behind.

Registration

In order to be cleared to register for each semester you must pass your previous semester's APA. One extra quad beyond the APA submission date is provided to submit and pass. Registration for the APA Coaching course, GED 6091, for one unit, will be required if an APA is not submitted and passed after two quads or 1 semester.

CalAPA Cycle 1 - GEL6006 in Spring Quad 2

- Pass by the end of Summer Quad 1 or take the APA coaching course in Summer Quad 2.

CalAPA Cycle 2 - GEL 6007 in Spring Quad 1

- Pass by the end of the Spring semester or take the APA coaching course in Summer Quad 1.

CalAPA Cycle 3 - GEL 6003 in Fall Quad 1

- Pass by the end of Fall Quad 2 or take the APA coaching course in Spring Quad 1.

REGISTRATION TIPS

Each semester you will register for both quads (2) of the courses you will be taking. Registration begins in the last few weeks of the semester prior. You will receive a registration clearance email from soe advising@pointloma.edu. The email will include information such as:

- Registration opening dates
- Priority deadline dates for clearance to register
- A link to the [Registration Clearance Form](#)
- Instructions on how to register in Workday
- Directions to visit SOE Community Space on your Canvas Dashboard
- Directions on how to navigate workday
- Information regarding taking a Leave of Absence

You **CANNOT REGISTER** *without completing the Registration Clearance Form* linked above.

PROGRAM PLATFORMS

WORKDAY Used for registration and financial aid

CANVAS Course platform for instruction and assignment submission

SOE COMMUNITY SPACE In Canvas, find answers to many of your questions

TASKSTREAM Management system where fieldwork evidence is uploaded each quad

GOOGLE: PLNU EMAIL provided for all students and the only email address used as communication with the university

IMPORTANT CONTACTS

Student Advising
Credentialing
GPS Student Financial
Services
Taskstream Support
Office Manager
Center Director
Front Desk
Fieldwork
Supervising
Site Supervisor
APA Cycle 1 Coach
APA Cycle 2 Coach
APA Cycle 3 Coach
Program Director

soeadvicing@pointloma.edu
soecredentialing@pointloma.edu
gpssfs@pointloma.edu

soeassessment@pointloma.edu

Carolyn Hart

Dr. Jennifer Kritsch

Gisele Sanders

Dr. Lori Kall

Your assigned University Adjunct

Your campus principal

Scott Meier

Gerrie Kincaid

Lynn Brickman-Hill

Dr. Lori Kall

PROGRAM REQUIREMENTS



**START
HERE**

To start the program:

- *Handbook Receipt
- *Form A
- *Form A1
- *Site Supervisor Resume
- *Employment Verification Letter
- Program Eligibility Acceptance Form
- Program Plan
- Taskstream Account
- *FERPA Training
- Point Loma Email

*Contact your PLNU SSA for all program start needs, *submit all above forms to soeforms@pointloma.edu*



FINISH

To finish the program:

- Course Completion (3.0 GPA)
- Successful completion of all 24 Fieldwork Activities
- Average score of 80% or higher on all Signature Assessments
- Complete end of Program Survey
- All Dispositions of Noble Character completed
- All 3 CalAPA Cycles passed

Contact our credential analyst to assist you in finishing requirements to receive your Certificate of Eligibility.

MASTERS IN EDUCATIONAL ADMINISTRATION

The Master of Arts Degree (MA) in Educational Administration degree designates a terminal ending of the candidate's scholarship; the degree is designed with a final action research project that draws conclusions that are practical, relevant, and reflective questions of the candidate's leadership experience.

Coursework

GED 6072|Philosophy of Education (3 units/1 quad)
GED 6081|Educational Measurement and Evaluation (3 units/1 quad)
GED 6094|Action Research (3 units/1 quad)
GED 6095|Action Research Project and Presentation (3 units/1 quad)

The Master of Science Degree (MS) in Educational Administration degree prepares candidates for future scholarship in administration. The candidate completes a five-chapter thesis that includes a relevant literature review, applies research methodology, and critically analyzes data to inform practice and theory.

Coursework

GED 6072|Philosophy of Education (3 units/1 quad)
GED 6081|Educational Measurement and Evaluation (3 units/1 quad)
GED 6098|Master's Thesis Design (3 units/1 semester)
GED 6099|Master's Thesis (3 units/1 semester)

TASKSTREAM

What is Taskstream?

a customizable, electronic portfolio, assessment management, and performance-based instruction tool.

How much does it cost?

For Preliminary Administrative Services Credential Students, the \$150 fee is part of your program fees. No out-of-pocket cost will be required.

Why do I need an account?

ALL of your fieldwork evidence will be submitted and stored here throughout your program. At the end of each course, you will upload specific forms/documents to your DRF as evidence of meeting the requirement. Without these documents in Taskstream, you cannot receive your Certificate of Eligibility and then your credential.

What is a DRF?

Your Directed Response Folio in Taskstream is labeled with the name of your program. The link name is the first click to use from the Taskstream homepage.

How do I add documents to my DRF?

Once in your DRF, you are ready to add work. Choose the course you would like to add evidence to and click the **ADD** button from the toolbar. You can add text & Images, slideshows, standards, attachments, videos, links, and Embed Media. Select the type of file you wish to add and upload it from your computer (*see picture directions on the next page*)

My Taskstream account is inactive, what do I do?

Contact soeassessment@pointloma.edu to request support. They can assist you in paying for a new account or give you temporary access for your end-of-program needs.

TASKSTREAM



Equity Apps
2023-2024

To view your program DRF.

Work on a program

DRF Programs
(Directed Response Folios)

University College Course-Based

University College Course-Based

Template: Course-Based DRF University College

VIEW AS FOLIO

EXPAND ALL COLLAPSE ALL

General Information

- EDU 101
 - Instructional Design
- EDU 119
 - Reading History
 - Lesson Planning
 - Self Assessment
- EDU 192
 - Searching the Web
 - Web-based Lessons
 - Reflection Paper

Welcome to the University College Course-Based program

University College Course-Based Program

Getting Started with Programs

If this is your first time working within DRF programs, you may wish to view or print our [Getting Started Guide](#) or call Monitoring Services at 1.800.311.3454 for help starting your work.

Program Links

- Overview

More Help

In the DRF program, add work to your DRF (Directed Response Folio) in the Work tab. View evaluation results in the Scores/Results tab, and find other options (like e-mailing and publishing options) in the Options tab.

- More about DRF programs
- More about how to add content
- More about Program Options

To complete a form.

FORM: DISPOSITIONS ASSESSMENT

Please **complete this form** as part of this requirement.

Edit

EXPAND ALL COLLAPSE ALL

General Information

- EDU 101
 - Instructional Design
- EDU 119
 - Reading History

Add: Text & Image Slideshow Standards Attachments Videos Links

Instructional Design (Creating Meaningful Science Experience)

DIRECTIONS

In this section, please attach the lesson plan incorporating collaboration, discovery learning, and use of the scientific method that you wrote for this course. Provide a reflection describing why the artifact is evidence of your meeting the relevant standards. Include any other information you feel is important. Also, be sure to cite any standards (e.g., INTASC) required by your program area.

Help on this Page Print

To Add an attachment

Add New Attachment

Select File:

Upload from Computer

Attach a previously uploaded file

An artifact created in Taskstream (Lesson, Folio, etc.)

CANCEL

Filename	Description	Size	Status
Artifact.docx		11 kb	100% ✓

+ Add Files Start Upload Clear List Uploaded 1/1 files 11 kb 100%

Upload and Close

✓ Your file was successfully added and appears on the list below.

Add New Attachment

Select File:

Upload from Computer

Attach a previously uploaded file

An artifact created in Taskstream (Lesson, Folio, etc.)

CANCEL

Currently Attached Uploaded Files

Artifact.docx	Word Document (Open XML)	View Edit Delete Standards
---------------	--------------------------	----------------------------

SAVE AND RETURN

TASKSTREAM



Equity Apps
2023-2024

Submit work to your University Supervisor.

University College Course-Based
Template: Course-Based DRF University College

VIEW AS FOLIO

Don't forget to submit! Status: Work in Progress **SUBMIT WORK**

EXPAND ALL COLLAPSE ALL

Add: Text & Image Slideshow Standards Attachments Videos Links

General Information

- EDU 100
- Instructional Design**
- EDU 110
 - Reading History
 - Lesson Planning
 - Self Assessment
- EDU 132
 - Searching the Web
 - Web-based Lessons

Instructional Design (Creating Meaningful Science Experience)

- DIRECTIONS
- EVALUATION METHOD
- SPECIFIED STANDARDS

ATTACHMENT SECTION **Edit** **Delete Section**

File:

Artifact.docx

Are you sure you want to submit Instructional Design (of EDU 101) for Evaluation?

Your work will be locked and no further edits will be possible.

Add optional comments for your evaluator

CANCEL **CHECK SPELLING** **YES - SUBMIT MY WORK**

View a completed evaluation.

Work on a program

University College Course-Based
Template: Course-Based DRF University College

Work **Scores/Results** Options

DRF Programs
(Directed Response Folios)

University College Course-Based

Scores/Results Summary

Area	Status	Actions	Results	History
Overall Folio Evaluation		This area does not need to be submitted	Not scored yet	
EDU 101				
Instructional Design	Evaluation Released	Submitted: 02/23/2017 12:48:43 PM	3.75/4 Score/Results Report	History/Comments

TASKSTREAM REQUIREMENTS

At the end of **EVERY** quad, fieldwork requirements **MUST** be uploaded in Taskstream and submitted to your University Supervisor. A credential **CANNOT** be earned without these requirements in Taskstream. Canvas is **NOT** the same as Taskstream. Canvas is used for coursework assigned by your instructor. Fieldwork is evidence of this work and uploaded into Taskstream. Below is a list of Taskstream required submissions for each course.

GEL 6003F (Cycle 3) FAQ1 Instructor: <i>Kall</i> (both cohorts)	4 Fieldwork submissions Add fieldwork summary to Form B and upload, and complete 4 Form C's in Taskstream, 1 for each step of CalAPA Cycle 3
GEL 6004F (Non-APA) FAQ2 Instructor: <i>Kall</i> (both cohorts)	4 Fieldwork submissions Add fieldwork summary to Form B and upload, and complete 4 Form C's in Taskstream, 2 for each assigned fieldwork and 2 for 2 chosen fieldworks.
GEL 6005F (Non-APA) SUQ1 Instructor: <i>Havens</i> (both cohorts)	4 Fieldwork submissions Add fieldwork summary to Form B and upload, and complete 4 Form C's in Taskstream, 2 for each assigned fieldwork and 2 for 2 chosen fieldworks.
GEL 6006F (Cycle 1) SPQ2 Instructor: <i>Meier</i> (both cohorts)	4 Fieldwork submissions Add fieldwork summary to Form B and upload, and complete 4 Form C's in Taskstream, 1 for each step of CalAPA Cycle 1
GEL 6007F (Cycle 2) SPQ1 Instructor: <i>Kincaid</i> (both cohorts)	4 Fieldwork submissions Add fieldwork summary to Form B and upload, and complete 4 Form C's in Taskstream, 1 for each step of CalAPA Cycle 2
GEL 6008F (Non-APA) SUQ2 Instructor: <i>Ketchell</i> (F2F Cohort) Instructor: <i>Hinds</i> (online cohort)	4 Fieldwork submissions Add fieldwork summary to Form B and upload, and complete 4 Form C's in Taskstream, 2 for each assigned fieldwork and 2 for 2 chosen fieldworks.

COURSE SEQUENCE

FAQ1	GEL 6003 & FW Instructional Leadership (Cycle 3)
FAQ2	GEL 6004 & FW Equitable & Socially Just School Communities (Non-APA)
SPQ2	GEL 6007 & FW Professional Growth & Learning Leaders (Cycle 2)
SPQ2	GEL 6006 & FW School Improvement Leadership (Cycle 1)
SUQ1	GEL 6005 & FW Organizational & Systems Leadership (Non-APA)
SUQ2	GEL 6008 & FW Ethical & Visionary Leadership (Non-APA)

Each **University Supervisor** completes this process a little differently. Please confirm with your supervisor the details of submission each quad.

Required Readings| (Links to printable copies included)

- Allbright, T.N. Marsh, J.A., Daranola, E.J. & Kennedy, K.E. (2019). Hawthorne School District; Positive outliers case study. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Positive_Outliers_Qualitative_CS_Hawthorne_REPORT.pdf
- Galloway, M. K. & Ishimaru, A. M. (2017). Equitable leadership on the ground: Converging on high-leverage practices. *Education Policy Analysis Archives* 25, 1-36. <https://drive.google.com/file/d/1d1IUGfletJq9Qq3TWXc2RSk0Z-oTkO2y/view?usp=sharing>
- Green, T. L. (2017). Community-based equity audits: A practical approach for educational leaders to support equitable community-school improvements. *Educational Administration Quarterly*, 53(1), 3-39. <https://doi.org/10.1177%2f0013161x16672513>
- Hoogsteen, T. J. (2021). Fostering Collective Efficacy: What School Leaders Should Know? *Advances in Social Sciences Research Journal*, 8(2) <https://drive.google.com/file/d/1HIuqmdsToPC0efkuKCixm3qtzcFBpyDf/view?usp=sharing>
- Ishimaru, A. M. & Galloway, M. K. (2014). Beyond individual effectiveness: Conceptualizing organizational leadership for equity. *Leadership and Policy in Schools*, 13(1), 93-146. <https://drive.google.com/file/d/1IBUV2HMxXYWWA14iNVLitbPWCx5sGK3v/view?usp=sharing>
- Khalifa, M. A., Gooden M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research*, 86(4), 1272-1311. <https://drive.google.com/file/d/1mMWGkJ894LQ-8zcUqDRo6riwbUsQoJG3/view?usp=sharing>
- Mapp, K. L., & Kuttner, P. J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.
- Radd, S. I. (2021). Five Practices for Equity-Focused School Leadership. ASCD. <https://bit.ly/3I3m338>
- Roger D. Goddard, Linda Skrla & Serena J. Salloum (2017) The Role of Collective Efficacy in Closing Student Achievement Gaps: A Mixed Methods Study of School Leadership for Excellence and Equity, *Journal of Education for Students Placed at Risk (JESPAR)*, 22:4, 220-236, DOI: 10.1080/10824669.2017.1348900 <https://drive.google.com/file/d/1-zDPnEkVfSVY4PkvVkd6i20UZhdeG2Kk/view?usp=sharing>
- Starratt, R. J. (2013). Presence. In M. Grogan (Ed.), *The Jossey-Bass reader on educational leadership* (3rd ed., pp. 55-76. \ <https://drive.google.com/file/d/1o5SGonmMjzQIvy0Agdud7Zx2QSFJl6Ji/view?usp=sharing>
- Tschannen-Moran, M. (2018). Organizing in schools: A matter of trust. In M. Connolly, D. H. Eddy-Spicer, C. James & S. D. Kruse. (Eds.) *The SAGE Handbook of Schools Organization*. <https://drive.google.com/file/d/1TzCcN18vMvaIZVjXcY8IddzASI1jwMq6/view?usp=sharing>

References| (*includes link to reference)

- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational psychologist*, 28(2), 117-148.
- Bandura, A. (1997). The anatomy of stages of change. *American journal of health promotion: AJHP*, 12(1), 8-10.
- *Christie, M., Carey, M., Robertson, A., Grainger, P. (2015). Putting transformative learning theory into practice. *Australian Journal of Adult Learning*, 55(1), 9-30.
- *Day, S. (2013). "Terms of engagement" not "hard to reach parents." *Educational Psychology in Practice*, 29, 1, 36-53.
- Desimone, L., Smith, T., & Phillips, K. (2007). Does policy influence mathematics and science teachers' participation in professional development? *Teachers College Record*, 109(5), 1086-1122.
- *Ferguson, C. (2005). *Organizing Family and Community Connections with Schools: How Do School Staff Build Meaningful Relationships with All Stakeholders? A Strategy Brief of the National Center for Family and Community Connections with Schools*. Southwest Educational Development Laboratory (SEDL).
- *Garza Jr, E., Murakami-Ramalho, E., & Merchant, B. (2011). Leadership succession and successful leadership: The case of Laura Martinez. *Leadership and Policy in Schools*, 10(4), 428-443.
- *Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American educational research journal*, 37(2), 479-507
- *Goddard, R. D., Skrla, L., & Salloum, S. J. (2017). The role of collective efficacy in closing student achievement gaps: A mixed methods study of school leadership for excellence and equity. *Journal of education for students placed at risk (JESPAR)*, 22(4), 220-236.
- *Jacques, C., & Villegas, A. (2018). Strategies for equitable family engagement.
- Kaser, L., & Halbert, J. (2009). *Leadership mindsets: Innovation and learning in the transformation of schools*. Routledge



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