Program Signature Assignments

Administrative Services Credential Program Signature Assignment Assignments

ELM 7810: Educational Leadership

Signature Assignment 7810. The candidate writes a detailed Educational Platform that includes their:
- Beliefs and personal values about education
  - Beliefs and values about leadership
  - Personal mission statement
- Vision of an ideal school
- Action plan to achieve the vision of the ideal school

The Educational Platform should look professional and represent the candidate's highest level of thinking and work. It will undergo revisions throughout the candidate's participation in coursework, with each new class building on the previous learning.

Rubric for Evaluating Educational Platforms

Elements	Excellent	Moderate evidence	Minimal or no evidence
Beliefs and Values about Education	The candidate presents a Platform that articulates an understanding of cultural and historical perspectives as well as a strong belief and values system about the purpose of education.	The candidate presents a Platform that is aligned to their beliefs and values. It is not as well developed as the "excellent'' category. The Platform may demonstrate understanding of cultural and historical perspectives.	The candidate presents a Platform that generally describes the purpose of education. The purpose is not aligned to the candidate's beliefs and values. The purpose does not link to cultural and historical perspectives.
Beliefs and Values about Leadership	The candidate understands and articulates the role and responsibility of the leader in an educational system. The candidate has clearly aligned their beliefs and vision about leadership.	The candidate describes the role and responsibility of the leader in an educational system. The candidate's beliefs and vision about leadership are generally aligned.	The candidate demonstrates limited understanding of the roles and responsibilities of an educational leader. Beliefs and values are not aligned with the roles and responsibilities.

Elements	Excellent	Moderate evidence	Minimal or no evidence
Personal Mission Statement	The candidate presents a precise statement of purpose for educational leadership. The candidate articulates specifically how the mission will be accomplished. Improving Candidate learning is central to achieving the mission.	The candidate presents a broad statement of purpose for educational leadership. The candidate articulates generally how the mission will be accomplished. Candidate achievement is mentioned in the mission.	The candidate issues a mission statement that is vague and/or generic. There is little evidence of how the mission will be accomplished. There is little or no evidence of Candidate achievement being linked to the mission.
Vision for an Ideal School	The candidate articulates a clear, specific vision for the school community with Candidate achievement at the center. All stakeholders contribute to and are held accountable for achieving this vision.	The candidate articulates a general vision for the school that may include the entire community. Candidate achievement is one of the components of the vision. There is an implied accountability for results.	The candidate describes a vision that lacks coherence. The expectations for the school community are limited. The improvement of Candidate achievement is not a driving force. There is limited or no accountability for results.
Plan to Achieve the Vision	The candidate presents a plan that is detailed and specific. The candidate has considered all the stakeholders, roles, responsibilities and actions that are required to achieve the vision. The candidate includes specific details on planning, implementation, communication, assessment and plan evaluation,	The candidate presents a plan to achieve the vision that is general. The candidate has described actions to be taken that are general in nature. Most of the elements of the planning cycle are included	The candidate presents a plan that lacks detail and specificity. While steps are taken to implement the plan there appears to be little connection to the core purpose of the vision. Some of the elements of the planning cycle are missing. There is little or no accountability for results.
Presentation (format, style, grammar/spelling)	The Platform is well written and engaging to the reader. The language is clear and precise and articulates an urgency for results. There are no grammar or spelling errors.	The Platform is generally written well. The language is clear and precise and appropriate for the task. There are few grammar or spelling errors.	The Platform is not well articulated or cohesive. The language is casual and does not convey the need for change/reform/improvement. There are several grammar or spelling errors.

ELM 7820: School Law & Ethics
Signature Assignment 7820 Candidates will be assigned a specific Educational court case to research and will write a legal brief using the template that follows.

Writing Legal Briefs
Case: (Cite the exact name of the case)

_____

Citation: Case number (e.g. 484 U.S. 260 (1998))
1. *Facts of the Case*
2. *Question*
2. *Rulings*
3. *Rationale*
4. I*mplications*

Elements	Excellent	Moderate evidence	Minimal or no evidence
Facts of the Case Question Rulings Rationale Implications	The Candidate accurately identifies all the elements of the court case. The legal brief is accurate, concise and uses precise language. The interpretation and analysis of the case are supported by the evidence	The Candidate presents an acceptable overview of the elements of the court case. The brief is written in general terms. The interpretation is a broad and may not be supported by cited evidence	The Candidate presents a limited analysis of the court case. The brief is written in broad terms and does not provide evidence to support the Rationale or Implications

ELM 7830: Management of Human Resources
Signature Assignment 7830 Candidates develop a process/plan to fill a teacher vacancy at their school including the following elements:
o Job description
o Job announcement
o 7 interview questions including questions designed to elicit information about the interviewee's attitudes about
o working with persons of different races, socio-economic status, cultures, religions and ethnic backgrounds, sexual orientation, and individuals with disabilities.
o Interview panel composition (tell how this was determined)
o Process for decision-making
o Notifying/communicating the results
o Include budget plan

Elements	Excellent	Moderate evidence	Minimal or no evidence
Required Elements	The plan includes all of the required elements.	The plan has at least 5 of the required elements.	The plan has less than 5 of the required elements
Content	The plan is articulate and detailed, demonstrating a thorough understanding of the requirements of each elements. The plan is a model for all to use.	The plan demonstrates a general understanding of the requirements for each element.	The plan lacks the detail necessary to demonstrate a basic understanding of the requirements for each element.
References	Candidate has thoroughly researched the plan, documents sources in the body of the text and provides a comprehensive reference section.	Candidate has researched the plan, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the Candidate has researched beyond the textbook, few, or no sources are cited in the body of the text, reference section is limited.
Format	The paper conforms to APA standards with very few or no errors.	The paper generally conforms to APA standards with some errors.	The paper contains several errors and/or does not conform to APA guidelines.
Application	Candidate is able to demonstrate the connections between the research findings and his/her own educational practice.	Candidate provides a general application to his/her own practice, not necessarily backed by research.	Candidate makes no connection between the research and his/her educational practice.

ELM 7840: Instructional Leadership

Signature Assignment 7840.
The signature assignment for this course is a one- or two-day training seminar built for the teachers and staff of your organization. The focus of the training seminar is the improvement of student learning. Your seminar may focus on the one of the below topics:

a. Culture
b. Rigor and Student-Centered Classrooms
c. Special Education
d. Other (With instructor permission)

Additionally, you will provide:

- How is your process transformational and provide the ability to motivate and engage staff behind a strong organizational vision?
- How is it instructional and aligned with improving student instruction?

- How is it strategic and able to into concrete priorities?

Rubric:

Criteria	Grading Scale			
Professional Professional Development is well prepared and clearly practiced.	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
See It Professional Development clearly gives participants an opportunity to see the model.	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
Name It Professional Development clearly names the criteria for success.	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
Do It Professional Development provides opportunity for participants to practice and receive feedback	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
Planning Planning document is detailed and complete	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement

ELM 7850: School Family & Community Relations

Signature Assignment 7850
Examine one school system's policies, practices and programs with respect to parent and community relations. Identify the current practice, describing the strengths and weaknesses. Develop a long-range plan to improve school, family, and community relations in support of improving Candidate learning. Write a paper to detail your plan.
The body of this term project should be no longer than 15 pages in length, typewritten, double spaced, standard margins with a 12-point font size, using APA format. The paper must include a reference section that includes evidence of thorough research from well-known authors in the field. ***The paper is due at the last class meeting.***

Elements	Excellent	Moderate evidence	Minimal or no evidence
Content	The paper is well planned and articulate, demonstrating a thorough understanding of the important points of the reading.	The paper provides a general overview of the topic.	The paper lacks cohesion and understanding of the assigned topic.

Elements	Excellent	Moderate evidence	Minimal or no evidence
Analysis	The topic has been thoroughly analyzed, Additional resources have been included, thoughtful interpretation and insight into the topic is provided.	Analysis of the topic is generalized and limited in scope.	Little or no analysis of the topic is offered.
References	Candidate has thoroughly researched the topic and provides evidence of reviewing works from well-known researchers in the field.	Candidate has researched the topic and offers some references.	Candidate offers limited references.
Format	Paper conforms to APA standards with very few or no errors.	Paper generally conforms to APA standards with some errors.	Paper contains several errors and/or does not conform to APA guidelines.
Application	Candidate is able to demonstrate the connections between the research findings and his/her own educational practice.	Candidate provides a general application to his/her own practice, not necessarily backed by research.	Candidate makes no connection between the research and his/her educational practice.

ELM 7860: Assessment & Accountability

Signature Assignment 7860 Candidates develop a plan for assessing learning at their school (or school of their choice). The plan should include the following components:

1. Description of the ideal state for Candidate achievement at your school
2. Description of the equity gap between the ideal state and the current state. Use the CalAPA Cycle 1 Equity Gap template for data collection and analysis.
3. Description of your specific plan to close/eliminate the gap
4. Reflective Practice of how you will monitor progress during the implementation of the plan in the following areas: 1) Vision for learning, 2) Candidate learning and professional growth, 3) Organizational management for Candidate learning, 4) Working with diverse families and communities, 5) Personal ethics and leadership capacity, and 6) Political, social, economic, legal and cultural understanding.
5. Reflective Practice to explain the decisions that you made regarding data:
   A. How are these data indicators relevant to the vision for the school?
   B. Describe how these data indicators are relevant to understanding equity issues at the school.
   C. Define each equity gap you have identified through your data analysis including:
      • The priority Candidate group or groups that are affected by the equity gap.
      • The services, resources, and/or outcomes within which there are equity gaps.
      • Research that supports your data analysis and finding, as appropriate.

Elements	Excellent	Moderate evidence	Minimal or no evidence
Candidates selection of data and patterns related to equity and to the school's vision and goals.	Candidates investigation cites relevant research that supports patterns and/or trends related to equity as found in their evaluation of quantitative data.	Candidate investigates the relationship between their focus area and the school's vision and goals, which may not be identifying an equity gap.	Candidates does not accurately identify patterns related to school equity issues and/or to the school vision and goals.
Current state of Candidate achievement	The plan describes specific data and how it was analyzed to identify the current state of Candidate achievement at the school. The analysis includes multiple measures of data.	The plan analyses the current state of achievement at the school.	The plan identifies the data that was analyzed to identify the current state of Candidate achievement at the school. The analysis relies heavily or solely on standardized test data.
Identifying the equity gap	The plan contains a thorough analysis of the data leading to the description of the equity gap. The analysis includes multiple measures of whole school and demographic data.	The plan contains a general analysis of the data leading to the description of the gap. The analysis may include multiple measures of whole school subgroup, and demographic data	The plan contains a limited analysis of the data leading to the description of the gap. The analysis relies heavily on standardized test data
Plan to improve Candidate learning	The plan is clearly connected to theanalysis of data Thedirection ofthe plan specifically addresses theareas ofneed found in the data analysis.	The plan is generally connected to the analysis of data. The direction of the plan addresses the areas of need found in the data analysis.	The plan isconnected tothe analysis ofdata in a very limited way. The direction of the plan does not address all the areas of need (either due to missing analysis or omission)
Monitoring Progress	The plan specifically describes How progress will be monitored in each of the six standards areas. The plan includes samples of assessment tools that will be utilized to measure progress.	The plan generally describes how progress will be monitored in each of these ix standards areas. The plan may include samples of assessment tools that will be utilized to measure progress.	The plan descibes how progress will bemonitored in a limited way. Each of the six standards areas may not be monitored. The plan does not include samples of assessment tools that will be utilized to measure progress.
Communication	The plan describes in detail how data, planning, and progress reporting will be communicated with stakeholders. The plan describes multiple opportunities for two-way communication.	The plan describes in how data, planning, and progress reporting will be communicated with stakeholders. The plan describes opportunities for two-way communication	The plan describes generally how data, planning,and progress reporting will be communicated with stakeholders. The plan describes limited opportunities for two-way communication.

ELM 7870: School Finance & Operations

Signature Assignment 7870 (30 points). Candidates will develop a $250,000 budget for a specific program to improve Candidate achievement at their school. Using what they have learned about the leader' s role in school finance, the Candidates will detail the specific steps they would take to develop, implement and assess their plan. The paper should include how the candidate will address: 1) rationale for the funding choices, 2) legal issues and barriers that could impact the plan, 3) how stakeholders will be involved in the decision-making, 4) how decisions will be communicated, and 5) how the budget expenditures will be monitored.

Elements	Excellent	Moderate evidence	Minimal or no evidence
Program Rationale	The proposal gives a strong rationale for the program expenditures. The rationale is based on a thorough analysis of data and identifies the specific Candidates to be targeted.	The proposal gives a general rationale for the program expenditures. The rationale is based on a general analysis of data and identifies some Candidates to be targeted.	The proposal gives a limited or inappropriate rationale for the program expenditures. The rationale may not be based on an analysis of data and may not identify the specific Candidates to be targeted.
Stakeholder Involvement	The evidence indicates active participation of all stakeholders throughout the budget process.	The evidence indicates participation of most stakeholders throughout the budget process.	The evidence indicates limited participation of all stakeholders throughout the budget process.
Prioritization of Resources	The proposal describes in detail how options are considered and prioritized for funding. Improvement of Candidate achievement for the target group of Candidates is evident in the prioritization of resources.	The proposal describes how Options are considered and prioritized for funding. Improvement of Candidate achievement for the target group of Candidates is evident in the prioritization of resources.	The proposal is vague about how options are considered and prioritized for funding. Improvement of Candidate achievement for the target group of Candidates is not always evident in the prioritization of resources.
Legal considerations and barriers	The proposal provides clear evidence that the candidate understands the legal requirements that may impact the funding. The proposal clearly identifies any barriers that may occur and the plan to address them.	The proposal provides evidence that the candidate understands the legal requirements that may impact the funding. The proposal identifies some barriers that occur and may have a plan to address them.	The proposal provides limited evidence that the candidate understands the legal requirements that may impact school funding . The proposal may not identify barriers that may occur and may not indicate a plan to address the barriers.
Monitoring	Throughout the program implementation, the proposal offers detailed evidence of how the expenditures will be monitored on an on-going basis.	Throughout the program implementation, the proposal offers general evidence of how the expenditures will be monitored on an on-going basis.	Throughout the program implementation, the proposal offers limited evidence of how the expenditures will be monitored. there is little or not on-going monitoring.

ELM 7990: Research Seminar & Field Experiences

Signature Assignment 7990

The assignment for the course is the culminating Portfolio. Below is the Checklist and Evaluation Rubrics

_____ Title Page

Table of Contents

Section I - Professional Profile Introduction to the Portfolio Current Resume

_____ Program of Study Professional Goals Statement of Ethics

_____ Leadership Framework

Section II - Demonstration of Understanding of the Knowledge Base in Educational Leadership

Development & Implementation of a Shared Vision

_____ Explanation of domain

_____ Description of how domain is enacted in professional practice

_____ Two documentary artifacts (one academic, one practice) Reflection for each artifact

Instructional Leadership

_____ Explanation of domain

_____ Description of how domain is enacted in professional practice

_____ Two documentary artifacts (one academic, one practice) Reflection for each artifact

Management and Learning Environment

_____ Explanation of domain

_____ Description of how domain is enacted in professional practice

_____ Two documentary artifacts (one academic, one practice) Reflection for each artifact

Family and Community Engagement

_____ Explanation of domain

_____ Description of how domain is enacted in professional practice

_ _   Two documentary artifacts (one academic, one practice) Reflection for each artifact

Ethics and Integrity

            _____   Explanation of domain

            _____   Description of how domain is enacted in professional practice

            _____   Two documentary artifacts (one academic, one practice) Reflection for each artifact