

ELP 506 SPECIAL TOPICS: CAL DISTRICT LEVEL ADMINISTRATION INDEPENDENT PROJECT OVERVIEW AND GUIDELINES

The project will be product-based and will have a district-wide focus. It should be systemic in nature, i.e., consider the instructional, legal, political, financial, policy, and community issues. The project will be identified and described by students. They are to be submitted to the University Supervisor for approval before the student(s) begin the project. A district administrator must be designated as the district contact person/mentor for the student.

Students will submit a **periodic written progress reports** (minimum 1) to their University Supervisor during the course of the project, timing to be determined between the Supervisor and student at the initiation of the course. Written progress reports (2-4 pages) should include the following:

- Description of problem/current situation: What needs improving?
- Literature references to provide background material and theoretical or 'best practice' basis for proposed solution
- Action plan - goals, methodology, activities, time line and expected outcomes: What do you hope will happen as a result of your efforts
- Formative assessment of project progress each quarter-or periodic progress report- and how you intend to refine or revise your efforts: What's happened and what needs to be done next.
- Reflections: What are you learning about yourself, leadership, and change along the way and the conclusion of the project

The project may be initiated by the student or the student may participate in work that is already begun by the district.

The project must be

- data-based - include a data analysis and, if possible, an action research component;
- collaborative and engage multiple audiences including staff and community;
- presented to district personnel at the end of the project;
- presented orally and in written form to the University.

The final written project format and requirements are:

1. **Introduction** (two to five pages). After creating a Title Page that has the course title and number as well as your name, you should provide the demographic background for your project in addition to the rationale and importance of the project for your school district. Since the project needs to have district-level significance, must be collaborative and engage multiple audiences, this section should detail these requirements. Finally, a specific description of the proposed and completed project should be included in this section.
2. **Time line** (one to four pages). In this section you will detail the action plan calendar for your project as well as indicate who was responsible for each aspect of this action

- plan. Since your project needs to be presented at a district-level setting, be sure to include this in your time line.
3. **Data Analysis** (one to two pages). When appropriate, include any analysis based upon data critical to the project or data that was collected as part of the project.
 4. **Project Conclusions and Implications.** Due to the wide variety of projects, this section will take various forms. Thus, it might include written documentation of your work, or a series of documents, forms, procedures, etc., that you have created, even a Power Point presentation or a video. This segment of your final project will provide the basis of your final oral and written presentation to your district and University Supervisor. Discuss details of the format with your University Supervisor.
 5. **List of Resources: Reference List and Appendix.** Include in this section both the primary and the secondary resources you used in developing your project. Thus, if you did a survey, include it or, if you conducted interviews, give an overview of them as part of your Appendix. Print and non-print resources should be included in standard APA (5th edition) reference format.
 6. **Field-Based Project and Course Assessment Form.** Indicate specific standards addressed by the project. Attach 300 word abstract and time on task log. Have district mentor read, assess your work using the PSU scoring guide, and sign the form. Submit the form with your project to course instructor.

PSU Scoring Guide
Assessment of Competence in TSPC Performance Standards
Through Field-based Project

Each of the 7 core courses in the Continuing Administrator Licensure Program includes a 30-hour field-based project through which the student must demonstrate proficiency in the TSPC standard(s) associated with the particular course.

Upon completion of the program candidates must be proficient and/or distinguished in all seven CAL licensure standards. Candidates may not have a “Needs Improvement” rating in any of the standards. The ‘exemplary’ category will be awarded in exceptional cases only. Refer to the table below for performance expectations at each of the three possible levels of assessment.

	Needs Improvement	Emerging	Proficient	Exemplary
Knowledge and Skill	Demonstrates little or no knowledge and application of established processes and procedures associated with the standard; is not district related.	Demonstrates beginning level knowledge, analysis with application at the district level. Work products address the areas noted in the standard. Products are somewhat informative, but need more organization according to project guidelines. Products are not anchored in literature and published documents.	Demonstrates extensive knowledge, analysis with application in a wide variety of ways, and at the district level. Work products address the areas noted in the standard. Products are informative and well-organized according to guidelines established in the CAL Handbook and specific course syllabus. Products are anchored in some literature and published documents.	All criteria for ‘proficient’ are met. In addition, all work products are clearly framed (e.g., placed within a context that describes the assumptions behind the creation of the work products.) The rationale for making these assumptions is clearly outlined, and the strengths and limitations of accepting that rationale are discussed. Demonstrates expert knowledge and collaborative leadership, using synthesis and evaluation to solve problems in a creative way.
Performance in the field, including demonstrated dispositions	Limited or no participation/experience. Dispositions generally unclear or inconsistently displayed.	Participation/experience contributes to functioning of the district in a school improvement. Dispositions consistent and model the Standards.	Influential participation/experience contributes to the effective functioning of the district in a significant area of school improvement. Dispositions consistent and model the Standards.	Widely recognized for the quality of their work and their positive impact on the organization. Called upon to provide leadership beyond regular job assignment. Dispositions consistent and model the Standards with recognized excellence.

Time-on-Task Log Suggested Format

Record activities of your 30-hour field-based project experience using an Excel spreadsheet. Information recorded should include the following:

- Activity and purpose of the activity
- Location of activity
- Time spent (approximate)
- Related TSPC proficiency (Be sure to target the specific proficiencies for the course as well as others that may apply.)

Sample Log:

Date	Activity	Location of Activity	Time spent	Related TSPC Standard
9/1/06	Study School Improvement Plan to determine area of need	Office	3hours	TSPC#6
9/1/06	Use Internet/Library to locate resources and research on my topic	Library	4 hours	TSPC#5
9/2/06	Met with Superintendent to discuss subject and format of the project	District Central Office	1 hour	TSPC#6
9/4/06	Met with faculty and parent team to determine interest in participation in project	Happy Day Elementary	30 min	TSPC#6
9/5/06	Met with volunteers to refine project design	“	1 hour	TSPC#6
9/6/06	Reported progress to superintendent	“	10 min	TSPC#6
9/10/06	Searched OAR and ORS for related rules (and so on through completion of project)	Computer lab	3 hours	TSPC#5
Total number of hours spent			30 minimum hours	

