

**The Competencies and Skills Matrix Template
for Educational Leadership (Level I) Programs**

EXAMPLE

The Competencies and Skills Matrix Template		
Subtest	Course Title/Course Prefix and Number	Activity/Assessment Description
Subtest #1: Leadership for Student Learning		
Knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures		
Analyze and assess teaching practices based on observation and monitored outcomes in order to improve a teacher's instructional planning and performance.	EDA 5503: The Principalship	<p>Educational leadership candidates will improve a novice teacher's instructional practice by developing and implementing a coaching cycle. The coaching cycle must include a planning session, observations, and a post conference/debrief session. Candidates will use real-time coaching skills to improve instruction and use reflective/inquiry-coaching skills grounded in student data to debrief on observations and plan next steps, including identification of needed professional development. Additionally, candidates will develop an action plan for the novice teacher that includes intervention strategies and practices based on his or her areas of strengths and improvement needs.</p> <p><u>Video tape of planning or pre-observation conference:</u> The candidate follows all of the pre-observation conference steps and sets clear expectations for how observational data is used in the coaching process. The candidate must use effective two-way communication and non-judgmental statements when speaking with novice teacher. The candidate must ask open-ended questions to guide the discovery process and to support the development of the teacher's action plan.</p>

		<p><u>A copy of the observation data and analysis with an action plan for the post-observation conference:</u> The candidate provides the completed observation form with detailed evidence of teacher and student behavior. Critical analysis has been conducted to accurately identify a minimum of three (3) areas for teacher development. Post observation action plan includes how the candidate effectively communicates area(s) of needed improvement, and the evidence that supports it. Additionally, the candidate identifies necessary professional development, when appropriate, with an explanation of the reason for the professional development.</p> <p><u>A video tape of post conference debriefing, including action plan based on next steps identified by program candidate and teacher:</u> The program candidate uses reflective/inquiry coaching skills and completely follows the post observation plan; and utilizes effective two-way communication and non-judgmental statements when speaking with teacher.</p> <p><u>Reflection essay of real-time action coaching session:</u> Essay includes process used to analyze and assess the teaching practices as a result of observation; evidence of active coaching strategies used; description of teacher reaction to active coaching; impact on student learning/behavior as a result of the coaching session; challenges encountered; and insights for future active coaching opportunities.</p>
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