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# 3A

## Information/Action

### *Professional Services Committee*

#### **Proposed Adoption and Implementation of the *California Administrator Performance Expectations (CAPEs)* and the *California Administrator Content Expectations***

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**Executive Summary:** This agenda item presents for potential Commission adoption the draft *California Administrator Performance Expectations (CAPEs)* and the draft *California Administrator Content Expectations*, which were presented initially to the Commission in January 2013 and have since completed a field review.

**Policy Question:** Do the revised CAPEs and Content Expectations accurately describe the knowledge, skills and abilities necessary for a beginning school site administrator?

**Recommended Action:** That the Commission adopt the revised CAPEs and Content Expectations.

**Presenters:** Mike Taylor and Bruce Little, Consultants, Professional Services Division

#### **Strategic Plan Goal**

##### ***II. Program Quality and Accountability***

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population

April 2013

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# **Proposed Adoption and Implementation of the *California Administrator Performance Expectations* and the California Administrator Content Expectations**

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## **Introduction**

In January 2013, staff presented the draft California Administrator Performance Expectations (CAPEs) and California Administrator Content Expectations for Commission review and discussion, and the Commission took action to move the draft CAPEs and Content Expectations forward to a field review (<http://www.ctc.ca.gov/commission/agendas/2013-01/2013-01-4D.pdf>).

This agenda item provides an update on the field review of the draft CAPEs and Content Expectations (Appendices A and B) and presents the final draft for Commission review and potential adoption.

## **Background**

In December 2012, the Commission took action to require the development of an Administrator Performance Assessment (APA) to serve as the statutorily-permitted expedited examination route to the preliminary administrative services credential when the current examination contract for this purpose expires in October 2014 (<http://www.ctc.ca.gov/commission/agendas/2012-12/2012-12-4E.pdf>). The work of developing content specifications and performance expectations for the new performance assessment was given to the current Administrative Services Credential (ASC) Standards Writing Team (Appendix C) that has been meeting to update the Administrative Services program standards.

The draft CAPEs and the draft Content Expectations represent the outcome of two Administrative Services Standards writing group meetings of discussion and analysis of a variety of administrator preparation standards, including but not limited to the California Professional Standards for Educational Leaders (CPSEL), the Interstate School Leaders Licensure Consortium (ISLLC) standards, and the National Board standards.

In February and March 2013 staff hosted two stakeholder meetings and launched a field review survey to gather feedback from stakeholders on the proposed draft CAPEs and Content Expectations. This item summarizes the results of the field review and presents the final revised CAPEs and Content Expectations for adoption.

## **Overview of the *California Administrator Performance Expectations***

The CAPEs were developed to be parallel in structure and in format to the TPEs. The CAPEs were structured to reflect an operational perspective on the leadership job role and responsibilities of a California public school administrator, and are arranged in a possible order of priority or emphasis.

### ***Categories of the CAPEs***

The six broad categories of the CAPEs are:

**A. Visionary Leadership** (Four CAPEs)

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

**B. Instructional Leadership** (Four CAPEs)

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

**C. School Improvement Leadership** (Four CAPEs)

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

**D. Professional Learning and Growth Leadership** (Three CAPEs)

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

**E. Systems Leadership** (Three CAPEs)

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

**F. Community Leadership** (Two CAPEs)

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

Appendix A provides the current revised draft of the CAPEs.

### **Overview of the Draft Administrator Content Expectations**

The ASC Standards Writing Team reviewed the current Commission-approved administrator content expectations, current research and publications by WestEd, the Council of Chief State School Officers (CCSSO), and the National Council Accreditation on Teacher Education (NCATE) and used those as a foundational basis for suggesting revisions and/or updates to develop a comprehensive set of administrator content expectations aligned with the new CAPEs. The draft Content Expectations describe the foundational knowledge basis that administrative services candidates would need to have and to apply in the job context of an entry-level school administrator to meet the performance expectations exemplified in the CAPEs.

Appendices A and B contain the draft Administrator Content Expectations along with the draft CAPEs to which they are aligned. If adopted by the Commission, the Administrator Content Expectations will form the basis for the content preparation component of preliminary administrative services credential programs. They will also be incorporated into the Preliminary Administrative Services Program Standards currently being developed by the ASC Standards Writing Team. Should the Commission choose in the future to develop a content examination as a companion examination to the candidate performance assessment, the Content Expectations would form the content on which that examination development process would be based.

## **Field Review of the Draft CAPEs and Content Expectations**

### **Stakeholder Input Meetings**

Two stakeholder input meetings were held to gather input on the proposed CAPEs and Content Expectations. The first meeting was held February 27 at the Commission's offices in Sacramento. The second meeting was held March 4 at Loyola Marymount University in Los Angeles. At these stakeholder meetings Commission staff reviewed the draft CAPEs and Content Expectations and recorded feedback and suggested revisions from both in-person and online participants. Several revisions were made to the draft documents based on input received at these stakeholder meetings. Most of the revisions suggested by stakeholders concerned clarifications of specific language, and several concepts that stakeholders wanted to emphasize, such as an enhanced focus on the principal's use of data and technology and an inclusionary, collaborative approach to developing the school's mission and vision. Those revisions have been incorporated in track change version in the proposed draft CAPEs and Content Expectations located in Appendices A and B.

### **Field Review Survey**

The field review survey asked respondents to indicate whether each of statements included in each category of the proposed CAPEs and Content Expectations accurately described the knowledge, skills, and abilities a beginning school site administrator needs to possess. The survey further asked respondents to identify specific statements which they felt were either unnecessary or inaccurate and to provide any additional knowledge, skills, and abilities which may be necessary but which have otherwise been omitted. Two surveys were launched, one for the proposed CAPEs and one for the proposed Content Expectations. Participation in the surveys was limited to those educators who currently hold a valid California Administrative Services Credential and are employed by a local public education agency, or who are faculty members of a Commission-approved administrator preparation program.

The vast majority of respondents indicated that each of the revised proposed CAPEs and Content Expectations accurately described the knowledge, skills, and abilities a beginning school site administrator needs to possess. A total of 164 educators responded to some portion of the CAPEs survey and 109 responded to every question. A total of 125 educators responded to some portion of the Content Expectations survey and 79 responded to every question.

Demographic information about field survey responders can be found in Appendix D for the CAPEs and in Appendix E for the Content Expectations. Approximately 75% of responders to both surveys indicated that they hold a valid California Administrative Services Credential and

are employed by a local public education agency. Roughly 30% of responders to both surveys indicated that they are faculty members of a Commission-approved administrator preparation program.

Responders to the surveys were asked to answer “yes” or “no” to each question regarding the appropriateness of the CAPEs or Content Expectations for beginning school site administrators. The table below shows the number of responders and the distribution of their responses to each survey question.

CAPE/Content Expectations Category	Response	Accurately Describes Necessary Knowledge, Skills, and Abilities	
		CAPEs	Content Expectations
Visionary Leadership	<b>Yes</b>	<b>106</b>	<b>73</b>
	No	14	16
Instructional Leadership	<b>Yes</b>	<b>97</b>	<b>68</b>
	No	11	12
School Improvement Leadership	<b>Yes</b>	<b>99</b>	<b>69</b>
	No	10	9
Professional Growth Leadership	<b>Yes</b>	<b>96</b>	<b>70</b>
	No	12	7
Organizational and Systems Leadership	<b>Yes</b>	<b>100</b>	<b>69</b>
	No	8	6
Community Leadership	<b>Yes</b>	<b>102</b>	<b>69</b>
	No	6	4

Because the educators who responded to the field survey overwhelmingly indicated approval of the accuracy and appropriateness of the draft statements in each category, and because comments made by field survey respondents were similar to the input received at the stakeholder meetings, no additional revisions have been made to the draft CAPEs and Content Expectations based on the results of the field survey.

### **Staff Recommendation**

Staff recommends that the Commission adopt the revised proposed CAPEs and Content Expectations as presented in Appendices A and B of this agenda item.

### **Next Steps**

If the Commission adopts the proposed revised CAPEs and Content Expectations, these would be incorporated into the candidate competencies addressed within the draft Preliminary Administrative Services Credential Program Standards. They will also serve as the basis for the future development of the Administrator Performance Assessment.

Appendix A  
**California Administrator Performance Expectations**  
***Draft Narrative Statements***  
**March 2013**

**CATEGORY A: Visionary Leadership**

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

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

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

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

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

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

**CAPE 4: Sharing Leadership with Others in the School Community**

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

**CATEGORY B: Instructional Leadership**

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

The principal is knowledgeable about all of the K-12 student academic content standards and the appropriate pedagogical skills for teaching the content of the standards to K-12 students. As the instructional leader of the school, the principal promotes the use of the state-adopted K-12

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

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

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

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

The principal understands the demographics of the school community, including socioeconomic context, students and family characteristics, cultural and linguistic diversity, and political issues and uses this knowledge to help improve teaching and learning. The principal is knowledgeable about appropriate instructional practices to meet the needs of a wide variety of learners, including but not limited to English learner students, students with special needs, and others. The principal helps teachers and staff access community resources, including parents and other community members, to promote learning about students and families, and to promote culturally and linguistically inclusive instructional practices. The principal helps teachers, staff, and others understand the political factors within the community that may affect the school's instructional program, and is proactive in providing information about the schools, its needs and accomplishments, within the larger political environment. The principal understands how classroom structures, school and class scheduling, and grouping practices affect student learning.

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

The principal communicates the school's improvement goals to students, teachers, parents, and the community and engages in ongoing dialogue with all members of the school community

about progress towards meeting the goals. The principal identifies, collects, analyzes, and uses multiple sources of data to provide information for decision making in a variety of contexts, including but not limited to student achievement, teacher professional learning, the school climate, and

~~appropriate sources of data that can provide information about~~ the school's progress in achieving its goals. The principal organizes data relating to achieving schoolwide goals and outcomes in a manner understandable to students, teachers, parents and the community, and analyzes the data to indicate the degree of progress being made towards the school's goals. The principal presents and discusses these data, including but not limited to standardized achievement data, classroom and other local assessments, with all members of the school community. The principal helps all members of the school community articulate revised school improvement goals based on continuous data analysis and reporting.

### **CATEGORY C: School Improvement Leadership**

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

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

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

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

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

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

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

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

## **CATEGORY D: Professional Learning and Growth Leadership**

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

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

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

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

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

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

## **CATEGORY E: Organizational and Systems Leadership**

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

The principal understands how to apply systems thinking to set priorities and manage organizational complexity. The principal applies research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes and systems that promote a culture of collaboration and respect, and that maintain a focus on continuous

improvement and enhanced achievement for all student groups. The principal understands how to use technology effectively to facilitate communication, manage information, enhance collaboration, and support effective management of the organization. The principal has the skills and strategies to coordinate and align human resources within the school context, including making appropriate staffing and teacher placement decisions to support organizational goals and promote equitable learning opportunities for all student groups. The principal understands strategies for allocating and using space to meet instructional needs and accommodate a variety of learning programs as well as co-curricular programs. The principal understands the effect of class scheduling on student achievement and on equitable access to learning opportunities for all students, including English learners and students with special needs.

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

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

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

The principal understands and implements federal, state, and local laws, regulations and guidelines relating to public schools and the educational process. The principal understands constitutional and related legal rights and protections for students and staff and the administrator's role in monitoring and ensuring compliance with these rights and protections. The principal understands legal issues and responsibilities related to evolving technologies and the use of technology within the instructional system. The principal ~~establishes and~~ implements legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff. Where applicable, the principal establishes legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff. The principal understands processes of labor relations and collective bargaining in California, and contract implementation and management in the local setting. The principal ensures that school practices and procedures meet legal maintenance, health and safety requirements, including ensuring student and staff safety, building security, crisis planning, and emergency management. Where applicable, ~~t~~The principal understands and implements legal requirements relating to procedures and practices for managing auxiliary services such as food service and student transportation. The principal understands strategies for responding effectively to unpredictable circumstances or unintended consequences of decisions and/or school events.

## **CATEGORY F: Community Leadership**

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

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

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

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

## Appendix B

### ***DRAFT California Administrator Content Expectations***

**Revised March 2013**

A. Visionary Leadership	
CAPEs	Expected Content Knowledge
<p>1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals</p>	<ul style="list-style-type: none"> <li>• Major theories and concepts in educational leadership</li> <li>• Relationships between leadership theory and practice in the context of contemporary educational issues in California</li> <li>• Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies</li> <li>• Components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students</li> <li>• <del>Developing a mission statement for the LEA consistent with the school vision</del></li> <li>• <del>Skills and strategies for facilitating the alignment of</del> <u>Aligning</u> the school's vision with the LEA's vision and goals</li> </ul>
<p>2. Developing a Shared Commitment to the Vision Among All Members of the School Community</p>	<ul style="list-style-type: none"> <li>• Identifying and understanding the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts</li> <li>• Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components</li> </ul>
<p>3. Leading by Example to Promote Implementation of the Vision</p>	<ul style="list-style-type: none"> <li>• The relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education <u>for all students</u></li> <li>• Examining and responding to equity issues related to race, diversity, and access, using inclusive practices</li> </ul>
<p>4. Sharing Leadership with Others in the School Community</p>	<ul style="list-style-type: none"> <li>• Identifying potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers</li> <li>• Shaping school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision</li> </ul>

A. Visionary Leadership	
CAPEs	Expected Content Knowledge
to Help Accomplish the Vision	<ul style="list-style-type: none"> <li>• Facilitating the comprehensive integration of technology to support achievement of the vision</li> <li>• Communicating about, modeling, and holding oneself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness</li> <li>• Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups</li> <li>• The importance of communicating information about the school on a regular and predictable basis to all families through a variety of media, and ensuring that all constituents have ample access to information sources</li> <li>• Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making</li> <li>• <u>Networking with other professionals to improve personal knowledge and skills necessary for the job of a school administrator</u></li> <li>• <u>Understanding how to identify and access resources to help address difficult or complex problems and issues that may arise</u></li> </ul>

B. Instructional Leadership	
CAPEs	Expected Content Knowledge
5. Promoting Implementation of K-12 Standards, Pedagogical Skills, <u>Effective Instructional Practices</u> and Student Assessments for Content Instruction	<ul style="list-style-type: none"> <li>• Understanding how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.</li> <li>• California’s K-12 student academic content standards and state-adopted assessment systems for measuring student performance</li> <li>• K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, <u>including instructional uses and applications of technology within the educational program for all teachers and students</u></li> <li>• Teacher observation and evaluation systems grounded in standards-based teaching and learning</li> <li>• Appropriate and “best” instructional practices for all learners, including English learners, <del>and</del> <u>and students who are gifted/talented</u></li> </ul>

## B. Instructional Leadership

CAPEs	Expected Content Knowledge
<p>6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to <u>Promote Student Learning and Teacher Professional Growth</u></p>	<ul style="list-style-type: none"> <li>• Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice</li> <li>• <u>Data Analysis and Use</u> techniques for <u>identifying, collecting</u>, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness <u>and making data-based instructional and programmatic decisions</u></li> <li>• Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments</li> <li>• Promoting student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum</li> </ul>
<p>7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors</p>	<ul style="list-style-type: none"> <li>• Psychometrically valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning</li> <li>• Understanding the purpose, role and use of multiple assessments to continuously evaluate student learning</li> <li>• <u>Barriers to learning</u> such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers</li> <li>• <u>Knowledge of appropriate, effective college and career readiness and co-curricular activities</u></li> <li>• Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations</li> <li>• Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes</li> </ul>
<p>8. Communicating with the School Community about Schoolwide Outcomes Data and Improvement Goals</p>	<ul style="list-style-type: none"> <li>• Induction programs for beginning teachers, including BTSA</li> <li>• Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</li> <li>• Effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals</li> <li>• Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff</li> </ul>

## B. Instructional Leadership

CAPEs	Expected Content Knowledge
	<p>in ongoing reflection, self-assessment and self-directed change and improvement</p> <ul style="list-style-type: none"> <li>• Effective uses of staff time for purposes of professional development for both individual and school purposes and goals</li> <li>• Strategies for self-improvement and planning for continuous learning in order to serve as a role model for others</li> <li>• Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active learning and promote student reflection and inquiry</li> <li>• How to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration</li> <li>• Policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students</li> <li>• Understanding and maximizing the relationships between student behavior management systems and student success</li> <li>• How to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning</li> <li>• How to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning</li> <li>• How to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions</li> <li>• Strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community</li> <li>• Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians</li> <li>• Identifying and recognizing discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias</li> </ul>

### C. School Improvement Leadership

CAPEs	Expected Content Knowledge
<p>9. Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan</p> <p>10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement</p> <p>11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan</p> <p>12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes</p>	<ul style="list-style-type: none"> <li>• Theories and strategies for instituting, managing, and evaluating a school change process</li> <li>• Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes <u>for all students, including English learners and students with special needs</u></li> <li>• Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school’s vision and goals</li> <li>• <del>Communicating the school growth plan to a wide variety of constituents</del></li> <li>• Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes</li> <li>• Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes</li> <li>• Using time and technology effectively to help manage the school improvement process</li> <li>• How to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan</li> <li>• Strategies for continuous progress monitoring of the school’s growth plan and outcomes, and for using those data for updating the school growth plan as needed</li> </ul>

## D. Professional Learning and Growth Leadership

CAPEs	Expected Content Knowledge
<p>13. Modeling Life-Long Learning and Job-Related Professional Growth</p> <p>14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities</p> <p>15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program</p>	<ul style="list-style-type: none"> <li>• Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan</li> <li>• Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation</li> <li>• Modeling self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one’s own performance</li> <li>• Understanding how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.</li> <li>• How to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</li> <li>• How to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals</li> <li>• Strategies for building <u>individual</u> staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment</li> <li>• Modeling how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others</li> <li>• How to use time and technology effectively to improve instructional leadership and promote personal and professional growth</li> </ul>

<b>D. Professional <u>Learning and</u> Growth Leadership</b>	
<b>CAPEs</b>	<b>Expected Content Knowledge</b>
	<ul style="list-style-type: none"> <li>• How to support, motivate, and provide recognition to staff at various stages in career development</li> <li>• Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills</li> </ul>

<b>E. Organizational and Systems Leadership</b>	
<b>CAPEs</b>	<b>Expected Content Knowledge</b>
<p>16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning</p> <p>17. Developing, Implementing and Monitoring the School's Budget</p> <p>18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations</p>	<ul style="list-style-type: none"> <li>• Understanding federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process</li> <li>• School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)</li> <li>• <u>Understanding constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment) in various educational contexts and the role of the educational administrator in monitoring and ensuring compliance with these rights and protections</u></li> <li>• <u>Understanding and applying principles of conflict resolution, student discipline, and overall management of the school climate to promote a school culture that is safe and welcoming for all students</u></li> <li>• Understanding legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology)</li> <li>• Understanding how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements</li> <li>• Understanding, developing, and monitoring the school's budget and expenditures, including</li> </ul>

## E. Organizational and Systems Leadership

CAPEs	Expected Content Knowledge
	<p>involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)</p> <ul style="list-style-type: none"> <li>• Prioritizing use of school resources, including the budget, to support the school’s vision, goals, and growth plan</li> <li>• Research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups</li> <li>• How to apply systems thinking to set priorities and manage organizational complexity</li> <li>• Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization</li> <li>• Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff</li> <li>• Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff</li> <li>• Skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups</li> <li>• Understanding processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting</li> <li>• How to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools</li> <li>• Practices and procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment</li> <li>• Legal and policy requirements related to school safety and how to develop and implement district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management</li> </ul>

## E. Organizational and Systems Leadership

CAPEs	Expected Content Knowledge
	<ul style="list-style-type: none"><li>• Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students</li><li>• Strategies for allocating and using space to meet instructional needs and accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs)</li><li>• Use of technological systems and tools to support the management of school operations</li><li>• Procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and state regulations related to food services, health services, student transportation, free and reduced-price meals)</li><li>• How to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups</li><li>• Types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures</li><li>• Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events</li></ul>

## F. Community Leadership

CAPEs	Expected Content Knowledge
<p>19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public</p> <p>20. Involving the Community in Helping Achieve the School's Vision and Goals</p>	<ul style="list-style-type: none"> <li>• Defining <u>an inclusive</u>the “school community”</li> <li>• Understanding the multiple connections between school, families, and the community</li> <li>• Skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision</li> <li>• Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups</li> <li>• How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making</li> <li>• Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the <u>multicultural</u> educational community</li> <li>• Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change</li> <li>• Strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote educational and organizational improvement</li> <li>• Public speaking, advocacy, <u>diplomacy, writing</u> and presentation skills necessary to advocate for the school, its accomplishments and its needs</li> <li>• Expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs</li> </ul>

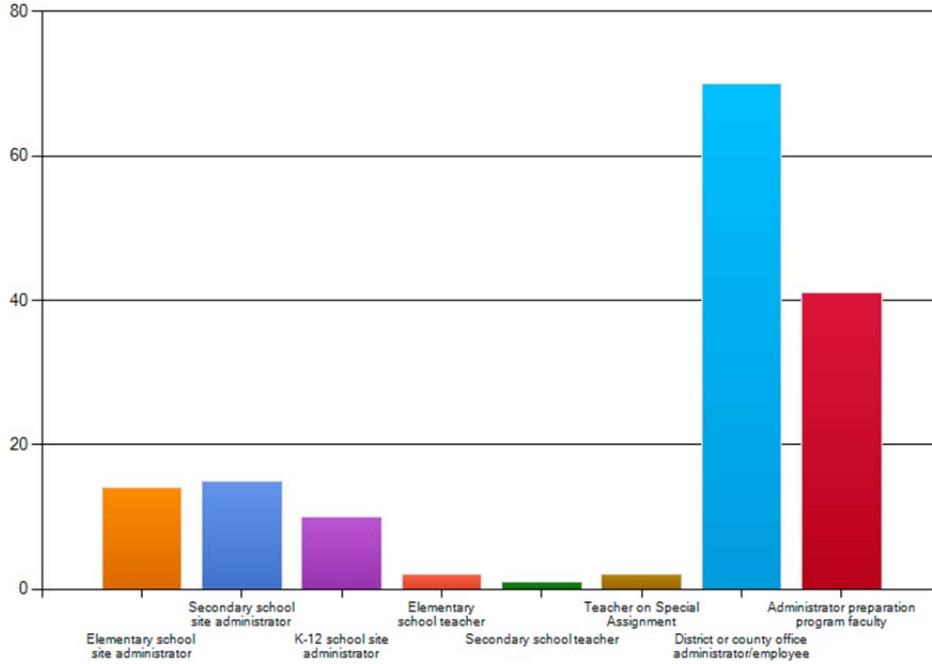
**Appendix C**  
**Membership of the Administrative Services Credential**  
**Program Standards Writing Group**

<b>Name</b>	<b>Position</b>	<b>Affiliation</b>
Michael Bossi	Director of Leadership Coaching	Association of CA School Administrators (ACSA)
Danette Brown	CTA Board Member	California Teachers Association (CTA)
Rebecca Chung	Academic Coordinator	University of California, Berkeley
Stephen Davis	Faculty Member in Doctoral Studies	California State Polytechnic University, Pomona
Karen Kearney	Director, Leadership Initiative	West Ed
Carol Leighty	Interim Dean	Point Loma Nazarene University
Carlye Olsen	Tier II Program Director	Association of CA School Administrators (ACSA)
Olivia Sosa	Director, Multilingual Education	San Joaquin County Office of Education

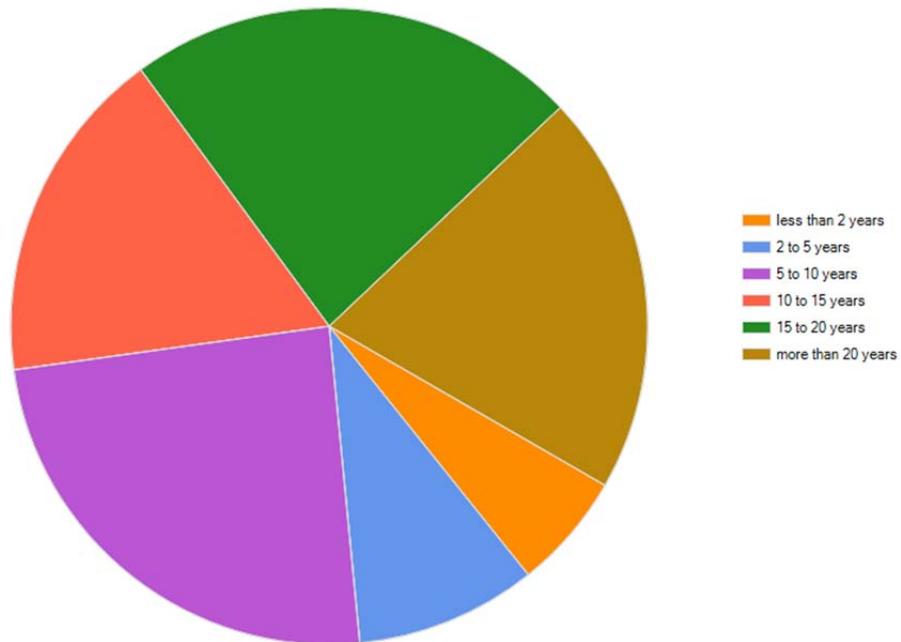
## Appendix D

### CAPEs Survey Responses to Field Survey Questions Regarding Demographics of Responders

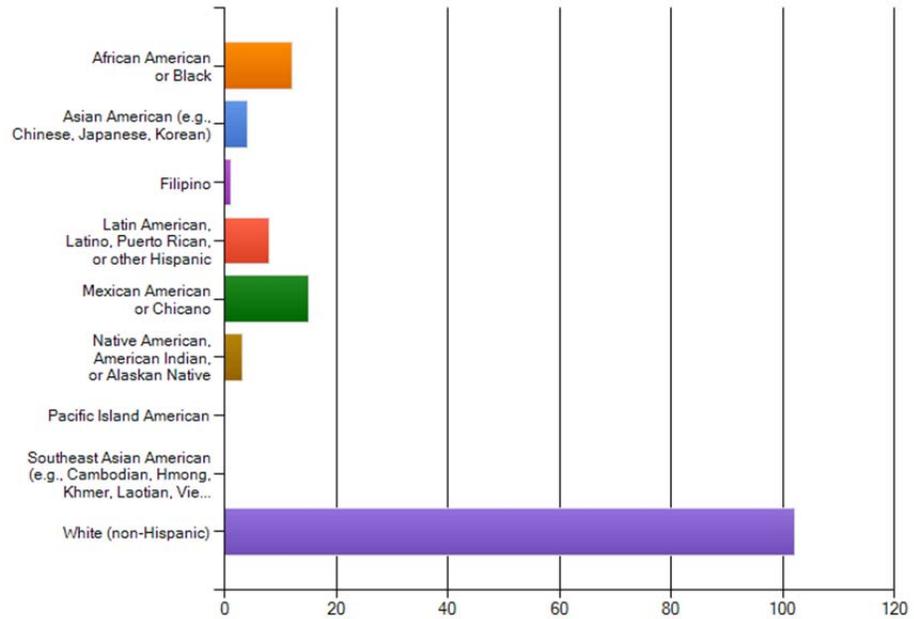
Which of these best describes your role as administration professional?



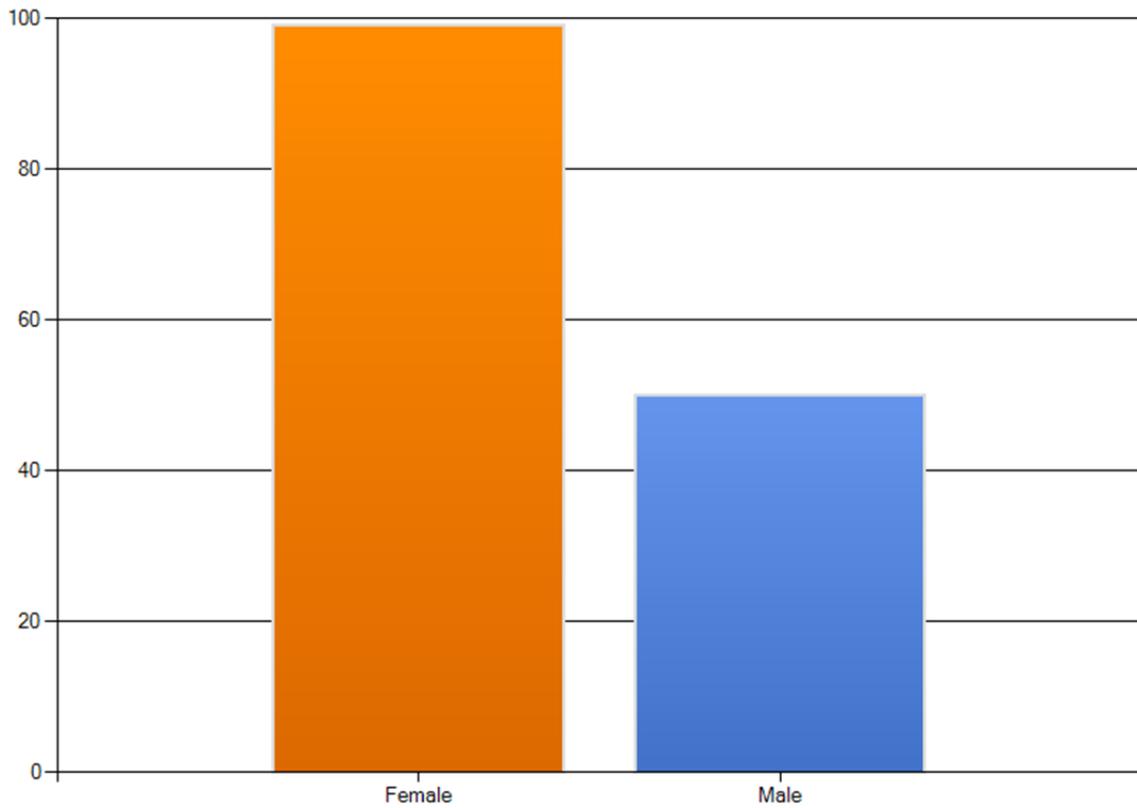
For how many years have you worked as a school administrator or other administrative professional?



Diversity Information The California Commission on Teacher Credentialing (CCTC) is committed to having diversity among individuals providing feedback and appropriate representation of ethnic groups and genders. To accomplish this goal, you are asked, but are not required, to provide the following information:



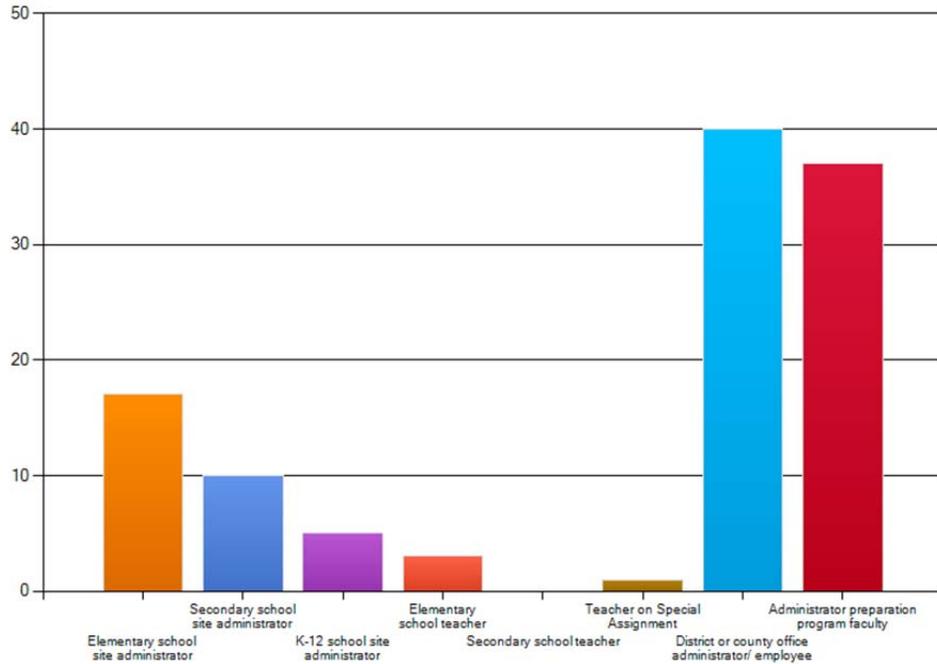
**Gender:**



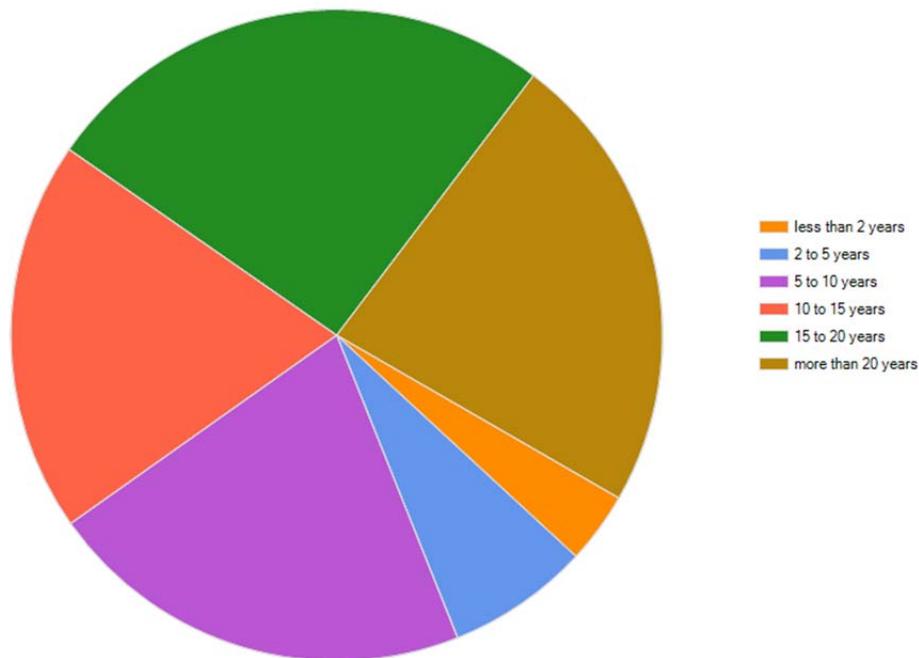
## Appendix E

### Content Expectations Survey Responses to Field Survey Questions Regarding Demographics of Responders

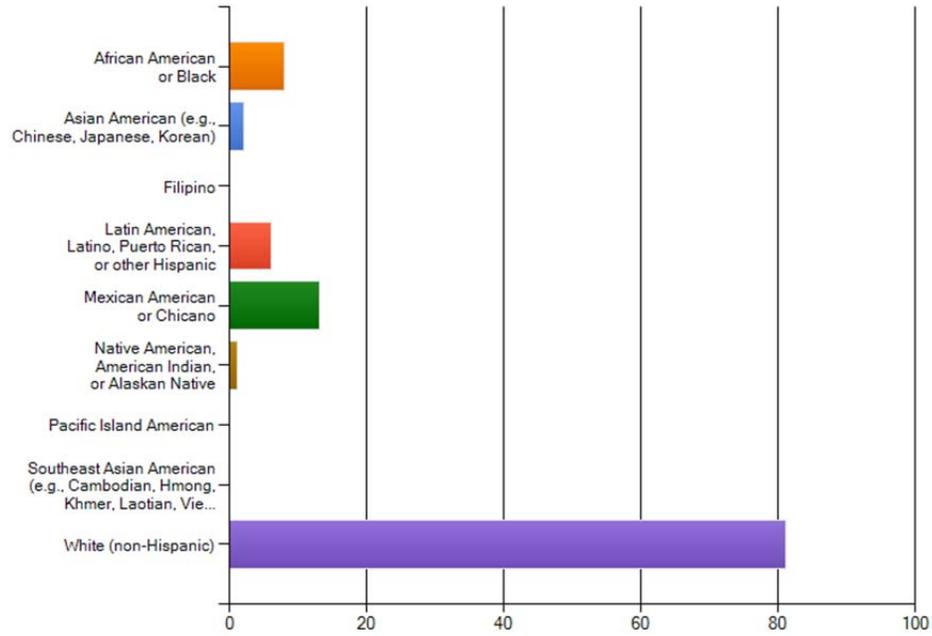
Which of these best describes your role as administration professional?



For how many years have you worked as a school administrator or other administrative professional?



**Diversity Information** The California Commission on Teacher Credentialing (CCTC) is committed to having diversity among individuals providing feedback and appropriate representation of ethnic groups and genders. To accomplish this goal, you are asked, but are not required, to provide the following information:



**Gender:**

