
3F

Action

Educator Preparation Committee

Proposed Revision to the Preliminary Administrative Services Program Standards to Align with the Recently Adopted CAPEs

Executive Summary: This agenda item presents revised Preliminary Administrative Services Program Standards to align with the recently adopted California Administrator Performance Expectations (CAPEs).

Policy Question: Do the proposed revisions to the Preliminary Administrative Services Program Standards align with the recently adopted California Administrator Performance Expectations (CAPEs)?

Recommended Action: That the Commission review the proposed revisions to the Preliminary Administrative Services Program standards and, if appropriate, adopt them.

Presenters: Cheryl Hickey, Administrator and Gay Roby, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Proposed Revisions to the Preliminary Administrative Services Program Standards to Align with the Recently Adopted CAPEs

Introduction

This agenda item presents revisions to the Preliminary Administrative Services Program Standards for Commission approval. If adopted, these revisions would ensure alignment of the program standards with the California Administrator Performance Expectations (CAPEs) as revised and adopted by the Commission in [June 2016](#).

Background

At the June 2016 Commission meeting, the Commission adopted revisions to the California Administrative Performance Expectations (CAPEs) to ensure alignment with the California Professional Standards for Educational Leaders (CPSELs). The CAPEs define the knowledge, skills and abilities expected of all novice administrators and focus the curriculum, fieldwork, and assessment of candidates for each preliminary program. The CAPEs are at the foundational level for beginning school administrators, whereas the CPSEL serve as the focus of administrator induction programs and beyond.

In 2013, the Commission approved new standards for preliminary administrative services programs that are currently organized into three categories: 1) Program Design, 2) Curriculum, and 3) Field Experiences. While the CAPEs are embedded throughout the Preliminary Administrative Services Program Standards, they are identified specifically and by title in Category II. The six program standards within Category II are intended to align with the six CAPE and the six CPSEL standards.

At the June 2016 meeting, revisions to the CAPEs were adopted by the Commission such that the CAPEs were reorganized by the six CPSEL titles instead of by the original titles as adopted by the Commission in 2013. As a result of the Commission action at its June 2016 meeting, it is now necessary to consider similar revisions to the program standards so that all three foundational documents – the program standards, the CAPEs, and the CPSEL are all organized in the same manner and are in alignment with each other.

Proposed Changes to the Program Standards

In the currently adopted Preliminary Administrative Services Program Standards, the second category, Curriculum, is comprised of Standards 6-11 organized around the six CAPE categories as they were adopted in 2013. This agenda item proposes that the current Preliminary Administrative Services program standards 6-11 be replaced with a single standard that references the CAPEs as the foundation for curriculum, fieldwork and assessment for all candidates. This approach would mirror the manner in which the Teaching Performance

Expectations are referred to in the recently adopted Preliminary Multiple and Single Subject program standards.

The chart below demonstrates the manner in which the organization of the Administrative Services program standards would change with the adoption and implementation of the proposed recommended Commission action.

Organization of Current Administrative Services Program Standards	Proposed Organization of Administrative Services Program Standards
<p>Category I: Program Design and Coordination</p> <ul style="list-style-type: none"> • Standard 1: Program Design and Rationale • Standard 2: Collaboration, Communication, Coordination • Standard 3: Development of Professional Leadership Perspectives • Standard 4: Equity, Diversity and Access • Standard 5; Role of Schooling in a Democratic Society 	<p>Category I. Program Design and Coordination</p> <p>No proposed changes</p>
<p>Category II: Curriculum (2013 CAPEs)</p> <ul style="list-style-type: none"> • Standard 6: Visionary Leadership • Standard 7: Instructional Leadership • Standard 8: School Improvement Leadership • Standard 9: Professional Learning and Growth Leadership • Standard 10: Organizational and Systems Leadership • Standard 11: Community Leadership 	<p>Category II: Curriculum</p> <p>Replace Standards 6-11 with proposed Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (see proposed standard 6 text provided in the chart below).</p>
<p>Category III: Field Experiences</p> <ul style="list-style-type: none"> • Standard 12: Nature of Field Experiences • Standard 13: Guidance, Assistance, and Feedback • Standard 14: Assessment of Candidate Performance 	<p>Category III. Field Experiences</p> <p>No proposed changes to content; renumber Standards 12-14 to Standards 7-9</p>

As indicated above, the proposed change would mirror the organization of the current preliminary MS/SS teacher preparation program standards. The chart below provides the text of the preliminary MS/SS TPE standard pertaining to preparing candidates to accomplish the pertinent set of professional expectations, and the proposed language for the preliminary administrative services CAPE standard that would mirror this MS/SS TPE standard.

Adopted MS/SS Standard	Proposed Preliminary Administrative Services Standard
<p>Standard 2: Preparing Candidates to Master the <i>Teaching Performance Expectations</i> (TPEs) The <i>Teaching Performance Expectations</i> describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.</p> <p>The program’s organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.</p> <p>As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates’ pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates’ progress toward mastering the TPEs.</p>	<p>Standard 6: Preparing Candidates to Master the <u>Administrator Performance Expectations</u> (CAPEs) The <i>California Administrator Performance Expectations</i> describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively lead a school community in educating and supporting all students in meeting the state-adopted academic standards.</p> <p>The program’s organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each California Administrator Performance Expectation (CAPE). As candidates progress through the program andragogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the CAPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the California’s Administrator performance assessment CalAPA), when available, and other program-based assessments.</p> <p>As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates’ performance in relation to the CAPEs and provide formative and timely performance feedback regarding candidates’ progress toward mastering the CAPEs.</p>

Staff Recommendation

Staff recommends that the Commission:

1. Approve replacing current Program Standards 6-11 for Preliminary Administrative Services Preparation programs with a single new standard titled "Preparing Candidates to Master the *California Administrator Performance Expectations (CAPEs)*";
2. Approve the language for the new Standard 6 as it appears in the chart above; and
3. Approve renumbering the remainder of the program standards accordingly.