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# 3E

## Information

### *Professional Services Committee*

#### **Draft Content Specifications for the California Preliminary Administrative Credential Examination (CPACE)**

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**Executive Summary:** This item provides the draft content specifications for the CPACE for the Commission's initial review and describes the next steps in the CPACE development process.

**Recommended Action:** For information only

**Presenter:** Yvonne Novelli, Consultant, and  
Larry Birch, Director, Professional Services  
Division

#### **Strategic Plan Goal: 1**

##### **Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs
- ◆ Conduct, monitor, and evaluate the programs and systems the Commission operates to maintain quality and assure the systems align with each other and other state systems

April 2010



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# Draft Content Specifications for the California Preliminary Administrative Credential Examination (CPACE)

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## **Introduction**

Content specifications describe the range of content eligible for inclusion in a given examination. This applies to the content specifications for the California Preliminary Administrative Credential Examination (CPACE) content specifications. This information item describes the process for drafting the CPACE content specifications and indicates the next steps in the ongoing CPACE development process.

Staff notes that because of the relative timing of Commission meetings and the expected first administration of the CPACE in Spring 2011, an initial rather than a final draft of the content specifications is presented in this item. Any edits that may result from a content validity study currently underway will be reflected in the final draft to be presented to the Commission this summer.

## **Background**

Prior to the implementation of SB 1655 (Chap. 225, Stats. 2002), which added Education Code section 44270.5, an individual seeking a preliminary Administrative Services Credential needed to hold an appropriate prerequisite credential, complete three years teaching or other relevant experience, and complete a one-year Administrative Services preparation program. SB 1655 gave the Commission the option to provide an examination alternative to the preparation program, with the stipulation that its content be aligned with the Administrative Services Program Standards for preliminary certification. For this purpose, the Commission approved a process whereby candidates could use a passing score on a national examination, the School Leaders Licensure Assessment (SLLA), to meet the requirements of SB 1655.

At the October 2008 meeting, the Commission again reviewed the examination option and determined that it was still a viable option for candidates. However, since the Commission also felt the examination option would better serve the California education community, including California students, if it was more reflective of California school law, finances, organization, and student population, the Commission took action to approve the development of a California-specific examination to replace the use of the SLLA as soon as the new examination was ready for implementation. Commission staff released a Request for Proposals (RFP) for bids from experienced testing companies to perform the work needed to develop and administer the CPACE, with Evaluation Systems group of Pearson (Evaluation Systems) receiving the contract.

## **Development of the Draft CPACE Content Specifications**

In developing the draft CPACE content specifications, the following steps one through four were carried out by the contractor in collaboration with Commission staff and the CPACE Examination Development Team. Steps five and six are being initiated, and the results will be included in the agenda item presented this summer.

1. Establishing and selecting the membership of the CPACE Examination Development Team;
2. Developing the initial draft of the CPACE content specifications with input from the members of the Development Team;
3. Conducting a literature review followed by field reviews of the draft CPACE content specifications by experts, with focus groups, and with the Bias Review Committee;
4. Reconsidering the draft CPACE content specifications based on the field reviews;
5. Conducting a statewide validity survey of the revised draft CPACE content specifications; and
6. Recommending the weighting within the examination of the content knowledge identified in the CPACE content specifications.

Each of these steps is described in more detail below.

*Step 1: Establishing and selecting the membership of the CPACE Examination Development Team*

From March 5, 2009, to May 20, 2009, the Commission sought applications for the CPACE Examination Development Team from individuals who demonstrated a high level of knowledge and/or have exemplary experience in California public school administration, including but not limited to at least one of the following:

- California public school, district, and/or county administrators who hold appropriate administration certification and have at least three years of experience as an administrator in California, or
- Administrator educators with at least three years of experience instructing California public K-12 administration courses, or
- Lead Trainers for the Administrator Training Program or the Principal Training Program who have at least three years of experience providing support to California administrators, or
- California public school teachers who hold a valid California teaching credential, have at least three years of experience as a teacher in California, and have professional understanding, judgment, and expertise in the knowledge, skills, and abilities required to perform successfully as a California K-12 administrator.

Notice of the search for qualified applicants was distributed to California institutions of higher education, the California Department of Education, the State Board of Education, numerous educational associations, public school employers, and others. The nomination form was also placed on the Commission website and distributed through the Commission email listserves. Interested individuals submitted their resumes along with a completed application form that included questions about their relevant background and asked them to briefly describe the key areas of knowledge, skills, and abilities needed by a beginning administrator which they thought should be contained in the CPACE. Six Commission staff members with a background in administrative services content conducted a blind scoring of the fifty-two submitted applications. The Development Team members, representing various geographical regions, genders, and ethnicities reflecting California demographics, were then selected from the highest scoring applicants. The CPACE Development Team members are listed in Appendix A.

The Development Team includes representatives from the teaching staff; elementary and secondary site administrators, district- and county-level administrators, and administrator educators from the California State University system, private institutions of higher education, and alternative route programs. The coursework taught by the faculty members on the Development Team includes educational leadership; personnel; ethics; law; educational decision making; and accountability. The team also includes individuals who have a background in teaching and administering programs for students with special needs and English learners.

*Step 2: Developing the Initial Draft of the CPACE Content Specifications*

Prior to the first meeting of the CPACE Development Team, experienced staff of Evaluation Systems, who are knowledgeable about the duties and responsibilities of school administrators, reviewed the Administrative Services Program Standards for preliminary certification, outlined in Appendix B. Under the guidance of Commission staff, Evaluation Systems staff reorganized the standards that pertained to the knowledge needed by a novice California administrator into a content specification format more appropriate for test development purposes. As with other content specifications for Commission examinations, the main organizational structure of the content specifications for the CPACE is by *domains*, with each containing two to four *competencies*. Each competency then includes *descriptive statements* that further clarify the content.

All Development Team members were provided with a thorough orientation to the examination development process at the first meeting in December 2009. The team members were also provided information on the current preliminary Administrative Services Credential requirements and relevant Education Code sections, followed by a review of the current Administrative Services Program Standards for preliminary certification. Following the orientation, the members reviewed the initial draft done by the contractor's staff and provided informed suggestions regarding content revisions and reorganizations.

*Step 3: Conducting a Literature Review Followed by Field Reviews of the Draft CPACE Content Specifications by Experts, with Focus Groups, and with the Bias Review Committee*

The Evaluation Systems' staff subsequently rewrote the draft CPACE content specifications based on the team members' comments and relevant literature in the field, including those suggested by the team members, California State documents, school leadership text books, and the 2008 Interstate School Leadership Licensure Consortium (ISLLC) Standards. The staff then distributed the draft content specifications to five well-known experts in the field of school administration: Dr. Gary Crow, Indiana University at Bloomington; Dr. Michael Fullan, University of Toronto; Dr. Douglas B. Reeves, President of The Leadership and Learning Center; Dr. Gerald Ubben, University of Tennessee at Knoxville; and Dr. Michelle D. Young, University of Texas at Austin. After these individuals had an opportunity to review the specifications, they were contacted by phone and asked about the organization and substance of the draft content specifications. Overall, these experts felt the specifications addressed the breadth and depth of knowledge needed to perform administrative duties, and that they reflected national standards and various aspects of school leadership that would result in student success. They did suggest that more references to the importance of creativity and innovation needed by a school administrator be added, and provided some further individual comments on specific areas.

The revised draft CPACE content specifications were then reviewed throughout California by focus groups of practicing site, district, and county administrators. The focus group administrators reflected a broad spectrum of California educational settings, from elementary to adult education, and ranging from highly experienced to relatively new administrators. During the review process, participants discussed what characterized a good administrator, especially someone relatively new to the field. The ideal novice administrator as described by the group would be able to build strong working relationships with members of their educational community, have effective communication skills, manage conflict resolution, and build human capacity. This novice would know budgeting, data use for decision making, and have a good sense about when to seek help and from whom. The Development Team's discussion included addressing the changing role of the novice administrator, from someone who might serve several years under the wing of an experienced administrator to someone who now, given current economic changes and retiring baby-boomers, might serve as the sole site administrator. After reviewing the draft Content Specifications, members of the Focus Groups considered these specifications complete and at the level of knowledge needed by the current-day novice administrator.

Next, the Commission's Bias Review Committee reviewed the draft content specifications to ensure that the content was free from bias-related issues. Members of this committee are experienced in reviewing both content specifications and test items for the Commission's various testing programs. For the draft CPACE content specifications, they had one bias-related concern, adding "culture" to the forces that influence education in the first descriptive statement of competency 002, an addition with which the Development Team subsequently concurred.

*Step 4: Reconsidering the Draft CPACE Content Specifications based on field reviews*

The CPACE Examination Development Team reconvened for a three-day meeting in February 2010 to review the comments from the experts, the focus groups, and the Bias Review Committee; perform a detailed review of the specific wording in the draft CPACE content specifications; and begin an initial discussion regarding the weighting of the domains within the examination. During this meeting, each descriptive statement was reviewed, noting any comment from the external groups, and statements were reworded as appropriate. Additionally, the team made organizational changes that brought common ideas together and better balanced the domain themes. This draft is provided as Appendix C for Commission review as the initial draft of the CPACE content specifications.

*Step 5: Conducting a Statewide Validity Survey of the Revised Draft Content Specifications*

A statewide survey to determine if practicing California administrators, administrator educators, and teachers consider the content of the draft CPACE content specifications valid for a preliminary Administrative Services Credential candidate is currently underway. Evaluation System is distributing this survey to each district and county office of education administrator, to reflect the state's ethnic diversity, school population areas (urban, suburban, and rural), and school types (elementary, middle school, and secondary). The survey is also being distributed to every California institution with an Administrative Services program for their administrator educators to review. California teachers from all grade levels will also be asked to respond to the survey. The responders will rate each competency found within the four domains of the draft CPACE content specifications as to its importance for performing the job of a beginning

administrator in California public schools. Additionally, the responders will rate the set of descriptive statements for each competency with respect to the statement's ability to represent important examples of the knowledge addressed by the competency. Finally, the survey asks how well the draft CPACE content specifications, as a whole, represent important aspects of the knowledge needed for effective job performance by a beginning California administrator. The CPACE Development Team will then determine if any changes are needed based on the results of the survey.

*Step 6: Recommending the Weighting within the Examination of the Content Knowledge Identified in the CPACE Content Specifications*

The draft CPACE content specifications, in their entirety, represent 100% of the knowledge eligible to be assessed on the CPACE. The CPACE Development Team will assign a recommended percentage, or weight, to each of the domains within the draft content specifications. The weights assigned to each domain will determine the proportion of the CPACE that will be devoted to assessing that knowledge. The weighting recommended by the Development Team along with the final draft of the CPACE content specifications will be presented to the Commission during the summer for adoption.

**Next Steps in the Development of the CPACE Examination**

If, the Commission decides to adopt the CPACE content specifications during this summer, the standard Commission process for examination development will continue based on the adopted content specifications. This process includes: (1) clarifying the specific test format, including the scoring structure and the types and number of test items; (2) developing a CPACE item bank which allows sufficient operational items for testing through Spring 2014; and (3) conducting a standard setting study to help determine a recommended minimum passing score based on the initial CPACE administration in Spring 2011. The recommended passing score standard will be brought to the Commission for adoption following the initial CPACE administration.

## Appendix A

### *Members of the CPACE Development Team*

<b>Member</b>	Related Experience (based on the 2009 application submitted)
Michael Babb	Director of Curriculum, Instruction and Continuous Improvement - Ventura County Office of Education Lecturer, Educational Leadership Program - California State University, Channel Islands
Nancy Brownell	Director, District/County Intervention Collaborative - California County Superintendents Educational Services Association (CCSESA)
Jeanie Cash	Assistant Superintendent - Placentia-Yorba Linda Unified School District
Lisette Estrella-Henderson	Assistant Superintendent - Solano County Office of Education
Don Holder	Assistant Superintendent - Fresno County Office of Education
Charmaine Kawaguchi	Computer Science and Mathematics Teacher - James Logan High School, New Haven Unified School District President - New Haven Teachers Association
Carol Leighty	Superintendent - Temecula Valley Unified School District
Sandra Ramos Miller	Professional Development Consultant - Technology Information Center for Administrative Leadership (TICAL) and Association of California School Administrators (ACSA)
Luis Rodriguez Cazares	Assistant Principal - North Hollywood High School, Los Angeles Unified School District
Susan Rodkin	Principal - McNear Elementary School, Petaluma City Schools
Michael Bossi	Director of Leadership Coaching - Association of California School Administrators (ACSA)
Stephen Davis	Educational Administration Professor and Director of Great Leaders for Great Schools Institute - California State Polytechnic University Pomona
Deborah Erickson	Assistant Dean, School of Education - California Lutheran University
Marilyn Korostoff	Professor; Co-Director Educational Leadership Doctoral Program; Coordinator of Masters and Preliminary Administrative Services Credential Program - California State University, Long Beach
Ronald Leon	Associate Professor, Educational Leadership - California State Polytechnic University Pomona Educational Consultant - Springboard Schools, San Francisco Executive Coach and Coordinator of Staff Development - Association of California School Administrators (ACSA) Region XV
Wayne Padover	Associate Professor of Educational Leadership and Administration - National University
Suzanne Power	Systemwide Director of Educational Leadership Program and Assistant Professor - Alliant International University

## Appendix B

### *Outline of the Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs* Updated August 2009

The following is an outline of the *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs*. For the complete standards, see <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.doc> on the Commission website.

#### *Preconditions for the Approval of Administrative Services Credential Programs*

- General Preconditions Established by the Commission
- General Preconditions Established by State Law
- Specific Preconditions for the Preliminary Administrative Services Credential Programs Established in State Law for Internship Programs
- Specific Preconditions Established by the Commission for Internship Programs

#### *Preliminary Credential Program Standards*

##### Category I: Program Design, Coordination, and Curriculum

- Standard 1: Program Rationale and Design
- Standard 2: Program Coordination
- Standard 3: Development of Professional Perspectives
- Standard 4: Equity, Diversity, and Access
- Standard 5: Role of Schooling in a Democratic Society
- Standard 6: Opportunities to Learn Instructional Leadership

##### Category II: Field Experiences in the Standards

- Standard 7: Nature of Field Experiences
- Standard 8: Guidance, Assistance, and Feedback

##### Category III Standards of Candidate Competence and Performance

- Standard 9: Assessment of Candidate Competence
- Standard 10: Vision of Learning
- Standard 11: Student Learning and Professional Growth
- Standard 12: Organizational Management for Student Learning
- Standard 13: Working with Diverse Families and Communities
- Standard 14: Personal Ethics and Leadership Capacity
- Standard 15: Political, Social, Economic, Legal, and Cultural Understanding

# Appendix C

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## CALIFORNIA PRELIMINARY ADMINISTRATIVE CREDENTIAL EXAMINATION (CPACE)

### CONTENT SPECIFICATIONS DRAFT

**February 2010**

This document is a working draft. Neither Pearson Education, Inc., nor the Commission on Teacher Credentialing is committed to any of the statements or positions set forth herein. The information in this document is for discussion purposes and is subject to change. Any changes will fully supersede the information contained in this draft.

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**CALIFORNIA PRELIMINARY ADMINISTRATIVE CREDENTIAL  
EXAMINATION (CPACE)**

**CONTENT SPECIFICATIONS  
DRAFT**

**February 2010**

<b>Domain</b>	<b>Range of Competencies</b>
I. Visionary and Inclusive Leadership	01–02
II. Student Learning	03–04
III. Systems for Capacity Building	05–06
IV. Resource Management and Educational Law	07–10

# CALIFORNIA PRELIMINARY ADMINISTRATIVE CREDENTIAL EXAMINATION (CPACE)

## CONTENT SPECIFICATIONS

Visionary and Inclusive Leadership  
Student Learning  
Systems for Capacity Building  
Resource Management and Educational Law

### Important Notes About the CPACE Content Specifications

- References to "all students" and "all student groups" appear throughout the CPACE Content Specifications. These groups include students with diverse linguistic backgrounds, including English Learners; students with diverse ethnic, racial, socioeconomic, cultural, academic, and family backgrounds; male and female students; students with different gender identities and sexual orientations; students with disabilities; students who are advanced learners; and students with a combination of special instructional needs.
- Each domain includes two or more competencies. The order of the competencies and the order of the descriptive statements within each competency do not indicate relative importance or value.
- Some of the descriptive statements include examples ("e.g."). The examples are *not* comprehensive. They are provided to help clarify the knowledge and abilities in the descriptive statement.

## DOMAIN I—VISIONARY AND INCLUSIVE LEADERSHIP

**0001 Understand how to provide leadership in facilitating the development, articulation, implementation, and stewardship of a shared vision of learning; collaborating with diverse constituents; and mobilizing school and community resources to achieve the vision and promote the success of all student groups.**

For example, includes knowledge of:

- major theories and concepts in educational leadership; the importance of viewing all aspects of educational leadership through the lens of student learning; and relationships between leadership theory and practice in the context of contemporary educational issues in California
- skills and strategies for facilitating the development of a shared vision for the achievement of all student groups based on data from multiple measures of student learning
- the characteristics of a sound and sustainable educational vision and the importance of aligning the school vision with the district's vision and goals

- 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
- skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups
- potential barriers to accomplishing a vision and effective ways to address and overcome barriers
- how to shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision
- how to facilitate the comprehensive integration of technology to support achievement of the vision
- how to ensure the inclusion of diverse stakeholder groups in change efforts and use the experiences and perspectives of those with diverse backgrounds to achieve the vision
- skills and strategies for strengthening schools through family and community partnerships
- the importance of communicating information about the school on a regular and predictable basis to all families through a variety of media and how to ensure that all constituents have ample access to information sources
- how to mobilize and leverage community support to promote equity, social justice, and success for all student groups

**0002 Understand the interplay of the political, social, economic, legal, ethical, and cultural contexts of education in promoting the success of all student groups.**

For example, includes knowledge of:

- the principles of democratic education and the ways in which historical, cultural, and philosophical forces; policy decisions; and prevailing practices influence education
- the role of schools in preparing students to be productive citizens and to meet challenges of the future
- 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
- public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components
- the relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic education
- how to communicate and work effectively with all stakeholders, including district and local leaders, to generate support for the school, promote public policies that benefit students, and encourage improvement in teaching and learning
- effective, professional, and interactive communication with various audiences and for various educational purposes
- skills and strategies for welcoming the community and for developing and nurturing public support

- 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 decision making
- how to examine and respond to equity issues related to race, diversity, and access using inclusive practices
- principles and guidelines for acting fairly, responsibly, ethically, and with integrity in educational contexts
- how to communicate about, model, and hold oneself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness
- 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

## DOMAIN II—STUDENT LEARNING

### **0003 Understand 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.**

For example, includes knowledge of:

- how to shape a positive school culture in which high expectations are the norm for all students and staff
- 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
- relationships between student behavior management systems and student success
- how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning
- standards-based curricula and how to work collaboratively to integrate and articulate programs throughout the grades
- 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
- how to make evidence-based decisions regarding instructional improvement, including changes in practice, by analyzing, evaluating, and using various types of data to engage staff in advancing instructional effectiveness
- how to improve the academic performance of all student groups by using multiple assessments to continuously evaluate learning
- principles of educational equity and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians
- how to incorporate all types of diversity into the curriculum and educational activities in ways that are appropriate and that enhance teaching and learning
- discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias

- skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations

**0004 Understand effective teaching and learning and the use of instructional leadership to promote the success of all student groups.**

For example, includes knowledge of:

- theories, principles, and concepts related to student learning and development and best-practice applications in the school setting
- effective, research-based curriculum, instruction, and assessment and how to use this knowledge to plan, organize, and supervise curriculum, instruction, and assessment to meet California content standards
- 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
- how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration
- how student diversity influences teaching and learning and how to use research-based strategies to maximize achievement for English Learners, students with disabilities, and all other student groups
- policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students
- how to coordinate the identification, acquisition, and use of internal and external resources to provide support and enhance achievement for all students

## DOMAIN III—SYSTEMS FOR CAPACITY BUILDING

**0005 Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.**

For example, includes knowledge of:

- 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
- 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
- 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
- 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 in ongoing reflection and self-assessment
- 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

- how to use time and technology effectively to improve instructional leadership and promote personal and professional growth

**0006 Understand organizational management and its use in creating positive and productive learning systems that promote the success of all student groups.**

For example, includes knowledge of:

- 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
- principles and practices for initiating and sustaining a cycle of inquiry leading to growth and improvement in organizational effectiveness as evidenced by increased student learning
- how to initiate, monitor, and evaluate change processes within the organization and make needed adjustments to achieve goals
- how to address the concerns of stakeholders who may find change threatening and how to overcome barriers to change
- how to use systems thinking to set priorities and manage organizational complexity
- skills and strategies for engaging in collaborative, data-driven problem solving and decision making aimed at improving the learning environment and promoting achievement for all student groups
- 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
- 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
- how to reach out to the broader community, including families, agencies, and community organizations, to promote organizational improvement
- 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

## DOMAIN IV—RESOURCE MANAGEMENT AND EDUCATIONAL LAW

**0007 Understand human resource management and its use in creating a positive and productive learning system that promotes the success of all student groups.**

For example, includes knowledge of:

- effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff
- effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff
- how to support, motivate, recognize, and celebrate staff at various stages in career development

- 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
- labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting
- 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
- policies and procedures related to human resource administration, including relevant state and federal laws and regulations

**0008 Understand operational management and its use in creating a safe, efficient, and effective learning environment that promotes the success of all student groups.**

For example, includes knowledge of:

- 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
- how to manage school operations effectively within the structure of California public education rules, regulations, and laws and how to develop, implement, manage, and modify operational plans, procedures, and schedules to support student learning
- legal and policy requirements related to school safety and how to develop and implement plans and procedures for ensuring student and staff safety and building security
- 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
- principles and practices related to crisis planning and emergency management
- strategies for allocating and utilizing space to meet instructional needs and accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs)
- the use of technological systems and tools to support the management of school operations
- 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)

**0009 Understand fiscal and material resource management and its use in creating efficient and effective learning systems that promote the success of all student groups.**

For example, includes knowledge of:

- how to coordinate and align fiscal and material resources to support learning for all student groups
- the financial implications of serving a diverse student population and the relationships between equitable resource management and effective instructional leadership

- 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
- procedures for evaluating the use of resources and their educational impact
- how to leverage and maximize existing resources and seek new resources to enhance teaching and learning
- procedures for developing, managing, and monitoring balanced budgets and for involving stakeholders in budgeting processes
- how to interpret budgets and adhere to restrictions on the transfer and use of funds from various sources, including student activity accounts, to meet educational needs
- school finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)
- procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)
- 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
- procedures for establishing and ensuring effective internal controls to safeguard financial operations

**0010 Understand the legal dimensions of educational leadership.**

For example, includes knowledge of:

- 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 their implementation
- 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)
- 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