
3B

Information/Action

Professional Services Committee

Draft Standards for Administrative Services Credential Preparation Programs

Executive Summary: This item presents draft Preliminary and Induction Program Standards for the Preliminary and Clear Administrative Services Credential programs for Commission review. The item also requests approval to conduct a field review of these draft standards.

Policy Question: Do the draft standards reflect appropriate content and focus for preparation programs for the Preliminary and for the Clear Administrative Services Credentials?

Recommended Action: That the Commission review the draft standards and direct staff to proceed with a field study of these standards, including any potential modifications made by the Commission.

Presenters: Larry Birch and Gay Roby, 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

Draft Standards for Administrative Services Credential Preparation Programs

Introduction

This agenda item provides draft program standards for Preliminary and Clear Administrative Services credential preparation programs for initial Commission review. The draft standards were developed by the Administrative Services Credential Writing Panel (Appendix A), appointed by the Executive Director in November 2012.

Background

Following the presentation and adoption of the recommendations from the Administrative Services Credential Advisory Panel in November 2011 (<http://www.ctc.ca.gov/commission/agendas/2011-11/2011-11-5B.pdf>), the Executive Director appointed an eight-member writing panel team to revise the current Administrative Services Credential Program Standards. In August 2012, the Commission had granted approval for a small writing panel to be convened for the purpose of reviewing, updating, and writing Administrative Services Credential Program Standards for both preliminary and clear credential programs (<http://www.ctc.ca.gov/commission/agendas/2012-08/2012-08-4E.pdf>). The use of a small writing team was a departure from the Commission's usual writing panels of 25-30 people due to the Commission's budget restrictions. To address the concern for inclusive input from stakeholders, following the initial work of the panel, three sets of stakeholder meetings were held around the state and stakeholder surveys have been made available to ensure that all stakeholders and representative organizations had opportunities to provide input throughout the process. This process is described more fully below.

The Writing Group's Standards Development Process

As a framework for the Writing Group's efforts, the Commission specified that preparation programs for the Preliminary Administrative Services Credential should have a primary focus on the work of the site administrator, and that preparation programs for the Clear Administrative Services Credential should focus on developing a robust induction experience for site administrators.

With that framework in mind, the group reviewed relevant state and local administrator preparation standards, including the California Professional Standards for Educational Leaders (CPSEL), the National Board Standards, and others. Based on key ideas and concepts from these source documents, the group identified and categorized a set of job-related core concepts focusing on the expected job roles of the site administrator (i.e., the principal). This approach is consistent with the recommendation from the Educator Excellence Task Force (EETF) to emphasize within standards the current job demands of school administrators (*Greatness by Design*, p. 30).

The set of twenty statements derived in this manner were entitled the "California Administrator Performance Expectations", or CAPEs. These are intended as the foundational expectations for

professional practice at the level of a novice site administrator. The CAPEs are in turn supported by “Content Expectations” that represent the underlying supporting content knowledge that would enable professional level practice on the part of the beginning administrator. The Content Expectations were also developed by the Writing Group after the CAPEs had been drafted. Both the CAPEs and the Content Expectations are included within the set of preliminary administrative services program standards, and these two components have undergone a field review and are recommended for adoption at the April 2013 Commission meeting.

Following the development of the CAPEs and underlying Content Expectations, the Writing Group next turned to considering the framework for the Clear, or Induction, level administrator preparation program standards. Just as the CAPEs and Content Expectations are pitched at the level of a beginning administrator, and are incorporated by direct reference within the draft program standards for preliminary administrative services credential preparation programs, the CPSEL statements used for the induction standards are pitched at the level of more experienced practitioners. Thus, the CPSEL were considered as a starting point for looking at developing a set of Induction standards for clear administrative services credential programs, and are similarly incorporated by reference in the draft Induction level program standards. Although the CPSEL are over ten years old, they still are in use in the field and had been collaboratively developed by a number of stakeholders, including the Commission. The EETF report had recommended that these standards be strengthened, and the Writing Group kept this recommendation in mind as they looked to update and improve on the current set of standards.

The foundational set of CPSEL-related competencies were seen by the Writing Group as a means and a source to help the program assist candidates in identifying individual areas of strength and weakness that could form the basis for developing an individualized induction plan and monitoring candidate progress within the plan based on evidence of demonstrated leadership growth. Successful completion of the induction program would be evidenced by the candidate’s meeting of all of the competencies identified within the program standards. Thus, the program standards reflect the organizational structure of the CPSEL standards and competencies.

The conceptual relationship between the candidate’s experiences within the preliminary program and the clear (induction) program is enhanced by the close relationship between the competencies expressed within the CAPEs and those within the original CPSEL. As described above, the CPSEL were one of the foundational sets of standards drawn upon by the Writing Group when they developed the CAPEs and underlying Content Expectations. Just as in teacher preparation the induction sequence is intended to broaden and deepen that initial set of candidate knowledge, skills, and abilities, so too are the induction standards built to broaden and deepen the set of candidate knowledge, skills, and abilities initially described by the CAPEs.

Summary of Stakeholder Meetings and Surveys for Input on the Draft Program Standards

In fall 2012, staff facilitated three stakeholder meetings, including on-site and technology-facilitated, for input regarding omissions or needed changes in the current standards. Several members of the Writing Group also participated in these meetings. The meetings were as follows:

- Sacramento, at the Commission office, October 16, 2012

- San Diego, at the annual meeting of California Association of Professors of Educational Administration (CAPEA), October 12, 2012
- Electronic meeting of the California County Superintendents Educational Services Association Curriculum and Instruction Steering Committee (CCSESA/CISC), October 25, 2012

In addition to these meetings, the Association of California School Administrators (ACSA) held an input session during its fall meeting on October 11, 2012 in the Los Angeles area, and the discussion prompts for the three meetings indicated above were made available as a framework for individuals to provide feedback.

More recently, stakeholder meetings were held to provide input regarding the CAPEs and Content Expectations in:

- Sacramento, at the Commission offices, February 27, 2013 (ten participants)
- Los Angeles, at Loyola Marymount, March 4, 2013 (eleven participants)

It is expected that similar meetings will be held this spring for stakeholder input on the draft program standards as these move forward. Stakeholder input from these meetings was recorded and used subsequently by the Writing Group to inform its work.

Overview of the Draft Program Standards

The draft program standards were developed by the Administrative Services Writing Team, after review of the current program standards for the Preliminary Administrative Services Credential, consideration of the Administrative Services Credential Advisory Panel recommendations and Commission on Teacher Credentialing direction. The resulting standards have parallel structures, are consistent with the organization of other CTC educator preparation standards, and support the development and implementation of effective programs.

Draft Preliminary Administrative Services Credential Program Standards

Introductory Note: The writing team recognized that there are a number of aspects in the Commission’s adopted Common Standards relevant to the draft Preliminary Administrative Services Credential Program Standards that call for specific program responses, and therefore did not duplicate these elements in the draft program standards. The full text of the draft proposed standards is presented in Appendix B.

For Category I (**Program Design and Coordination**), the writing team felt that the first five of the current program standards were important and should be retained. However, edits were suggested to strengthen them. Standards 1 and 2 are largely the same, but the “collaboration” concept is emphasized. Standards 3, 4 and 5 from the current standards represent design principles that overlay the entire program. These standards have been strengthened and clarified through the proposed edits.

For Category II (**Curriculum**), standards 6 through 11 contain brief summary statements about the content of the curriculum, organized around the six leadership categories previously presented to the Commission. Rather than outline specific program-level content within each

standard, references are made to the content expectations and performance expectations in the appendices.

For Category III (**Field Experiences in the Program**), the two standards have been updated to reflect the change to performance expectation terminology. It is understood that there are statements related to field experiences in the Common Standards, (most notably CS 4 Faculty and Instructional Personnel, CS 7 Field Experience and Clinical Practice, and CS 8 District-employed Field Supervisors) so these are not repeated in the Category III standards.

For Category IV (**Candidate Competence and Performance**), there is only one standard, and it references both the content expectations and performance expectations contained in the appendices. Depending on where the Commission eventually ends up about a required centrally administered and scored performance assessment, this standard may need further adjustment.

Draft Clear Administrative Services Credential Program Standards

The draft Clear Administrative Services Credential Program Standards retain the current organizational structure with three major categories. The proposed changes to each of these categories are highlighted below, and the full text of the draft standards is presented in Appendix C.

For Category I (**Program Design and Coordination**), Standards 1 and 2 outline the structural framework of the program and emphasize the vital nature of the coordination between the program and the employing agency that is elemental to the success of a program. Standards 3 and 4 describe the foundational structure for delivery of the program, the role and responsibilities of the coach, and the development and implementation of the Individual Induction Plan.

For Category II (**Demonstration of Effective Leadership**), Standards 5 through 10 are anchored in the standards and descriptors of the CPSEL for the reasons described previously as the indicators on which candidate demonstration of competence are to be based. Each candidate's induction experience would be anchored in these standards and descriptors and individualized according to context and need.

For Category III (**Candidate Assessment**), Standard 11 outlines the various assessments conducted throughout a candidate's induction experience and discusses required measures for documenting a candidate's competency, growth, and program completion.

Staff Request for Direction

Staff requests that the Commission review the draft standards and, if appropriate, direct staff to conduct a field review of these standards, including any modifications that may be suggested by the Commission.

Next Steps

If so directed, staff will conduct a field review of the draft Preliminary and Clear Administrative Services preparation program standards. Once the field review is complete, the draft standards would be revised based on that feedback as appropriate, and brought back to the Commission for possible adoption.

Appendix A

Membership of the Administrative Services Credential Program Standards Writing Group

Name	Position	Affiliation
Michael Bossi	Director of Leadership Coaching	Association of CA School Administrators (ACSA)
Danette Brown	CTA Board Member	California Teachers Association (CTA)
Rebecca Cheung	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 B

The Draft Preliminary Administrative Services Credential Program Standards

Category I: Program Design and Coordination

Program Standard 1: Program Design and Rationale

The administrative services preparation program includes a coherent, developmental, integrated, interrelated set of learning experiences – some carried out in the field and some in non-field settings – that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Performance Expectations in Appendix B, and (b) the principles of adult learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply that learning through the use of multi-media technologies and problem-based instruction. The program includes both formative and summative assessments based on the California Administrator Performance Expectations (CAPEs).

Program Standard 2: Collaboration, Communication and Coordination

Each sponsor of an administrative services preparation program establishes one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate's preparation. An agreement between the partners is collaboratively established with each partner sharing the responsibility for the implementation and success of the program. Partners such as advisory committees, district partners in fieldwork agreements, community organizations, and stakeholder groups establish working relationships, coordinate joint efforts, and communicate regularly and openly. Partners rely on each other for contributions to program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence. In discussing program issues, partners value the multiple perspectives of the respective members and draw openly on members' knowledge, professional expertise, and practical skills.

Program Standard 3: Development of Professional Leadership Perspectives

By design, the administrative services preparation program facilitates each candidate's development of a professional leadership perspective through learning activities that cultivate systems thinking, organizational problem solving skills, political and interpersonal skills, emotional and social intelligence, and self-reflective, metacognitive insights. The program curriculum and pedagogies are designed to engage candidates in problem-based and thematically integrated learning activities that require the ability to diagnose the causes of organizational problems at both macro and micro-organizational levels (e.g., system-wide and individual). The program will provide multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications. In addition, the program will ensure candidates understand the dynamics of intra-organizational systems and synergies, organizational culture, environmental contexts and their influence on human behavior and educational outcomes.

Finally, the program builds leadership perspective through learning activities that expose candidates to the both the internal and external influences, relationships, resources, and opportunities that can engender and support the vision and mission of the school and district.

Program Standard 4: Equity, Diversity and Access

By design, the administrative services preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. The program prepares candidates to facilitate and lead stakeholders to provide equitable access to the core curriculum and the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with physical, mental, social and emotional special needs; advanced learners and students with a combination of special instructional needs. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Program Standard 5: Role of Schooling in a Democratic Society

By design, the administrative services preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in the responsibilities of adult citizenship and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. The program prepares candidates to understand an administrator's responsibility to develop and nurture public support, family participation, and community engagement. In addition, the program prepares administrators to establish an organizational culture that promotes, (a) constructive problem solving, (b) conflict resolution strategies, (c) appropriate emotional and social behaviors, (d) the development of ethical behaviors and morally just personal values, (e) civic responsibility, and (f) civility. Finally, the program includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling.

Category II: Curriculum

Program Standard 6: Visionary Leadership

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on visionary leadership as referenced in the Content Expectations (Appendix A) and Performance Expectations (Appendix B). The program helps the candidate develop an actionable and sustainable vision of teaching and learning that is

responsive to the changing context of a given school and local education agency, including the ability to lead others collaboratively in promoting the implementation of the vision.

Program Standard 7: Instructional Leadership

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as referenced in the Content Expectations (Appendix A) and Performance Expectations (Appendix B). The program addresses the candidate's knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers to improve teaching and learning for all students. The program develops the candidate's knowledge of how to improve teaching and learning by transcending the content standards to also include creativity, collaboration, communication and critical thinking skills so that all students are prepared for college and/or careers.

Program Standard 8: School Improvement Leadership

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership as referenced in the Content Expectations (Appendix A) and Performance Expectations (Appendix B). The program aids the candidate in identifying and acknowledging what is working. The program also helps the candidate identify opportunities for growth, developing the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. It increases his/her capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes.

Program Standard 9: Professional Learning and Growth Leadership

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership as referenced in the Content Expectations (Appendix A) and Performance Expectations (Appendix B). The program addresses the candidate's ability to model professional growth, framed around principles of adult learning, and identify and facilitate focused developmentally appropriate professional growth opportunities to build staff, individual and organizational capacity. This includes collaborating with others to help achieve the school's vision and goals.

Program Standard 10: Organizational and Systems Leadership

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on organizational and systems leadership as referenced in the Content Expectations (Appendix A) and Performance Expectations (Appendix B). The program addresses the candidate's ability to understand, align and effectively manage and integrate all the organizational structures, processes and policies of a school system that impact the school's ability to achieve its vision and goals. This includes an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources.

Program Standard 11: Community Leadership

The administrative services preparation program provides multiple opportunities for each candidate to learn, practice, and reflect on community leadership as referenced in the Content Expectations (Appendix A) and Performance Expectations (Appendix B). The program addresses the candidate's ability to advocate for the school and to communicate its successes and its needs with a broad range of audiences, collaborating with parents, the community, and others in achieving the school's vision and goals.

Category III: Field Experiences in the Program

Program Standard 12: Nature of Field Experiences

In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the Performance Expectations (Appendix B). Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

Program Standard 13: Guidance, Assistance and Feedback

The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate and timely feedback to the candidate, including constructive suggestions for improvement.

Category IV: Candidate Competence and Performance

Program Standard 14: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the Content Expectations (Appendix D) and satisfactory performance on the full range of Performance Expectations (Appendix E). Satisfactory performance is defined as achieving competence as expected for entry-level administrators. During the program, candidates are guided and coached on their performance using formative assessment processes. A representative of the program sponsor and at least one field/clinical supervisor provides the verification of candidate competence and performance.

Appendix C

Draft Clear Administrative Services Credential Program (Induction) Standards

Category I: Program Design and Coordination

Standard 1: Program Design and Rationale

The design of the program is based on a sound rationale informed by theory and research, primarily coaching-based, and includes personalized learning that is integrated with school and/or district goals, with competency indicators that support a recommendation for the clear credential.

Induction is an individualized, job-embedded, two-year program, with enrollment and initiation of coaching within 120 days of starting an initial administrative position and designed to be completed within the first three years of holding the administrative position.

Induction certifies a candidate's ability to demonstrate the administrative and operational knowledge and skills needed to effectively manage and improve educational organizations. Assessment of candidate competence is grounded in the competencies expressed within the CPSEL.

Standard 2: Program Collaboration, Communication, and Coordination

The induction program collaborates with education organizations to establish a professional education community structure that facilitates and supports induction activities and integrates induction program activities with district and partner organizations' professional development efforts. The program draws openly on partners' knowledge, professional expertise and practical skills. The program's partners contribute to the design and implementation of candidate preparation and certification. Induction programs are responsible for maintaining regular communication with its partners to ensure that each candidate builds a coherent individualized learning program. The program communicates the induction program's components with employers including the need to maintain the confidentiality of the work between the coach and candidate.

The induction program identifies the individual responsible for program coordination, key personnel involved in program implementation, and the reporting relationships between the identified personnel. Program coordination includes admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

Standard 3: Provision of Coaching

The program provides direct coaching services on-the-job, and in real time, incorporating a coherent, developmental, integrated, and interrelated set of learning experiences with accompanying professional development. Coaching occurs on a systematic, ongoing basis, moving the candidate away from dependence on structured coaching and toward independent learning, self-confidence and problem solving. The program communicates and monitors the responsibilities of coaches and candidates, including ongoing contact with frequent on-site coaching activities. Coaching activities are appropriate to the individual needs of beginning

administrators, provided in ways that are designed to build trust between the candidate and coach, facilitate professional growth, encourage reflection, and result in increased competence and confidence in working with diverse populations.

The induction program selects, prepares, and assigns coaches, using well-defined criteria consistent with their assigned responsibilities. Coaches receive initial training prior to being assigned to a candidate and regular ongoing training, to ensure that they are both knowledgeable about the program and skilled in their roles. Initial training includes the development of knowledge and skills of coaching, goal setting, use of appropriate coaching instruments, and processes of formative and summative assessment as well as CPSEL and Category B of the Administrative Services Credential Clear/Induction Program Standards. Training culminates in the demonstration of both effective coaching practices and knowledge of the CPSEL.

The program assigns a coach to each candidate within the first 30 days of days of the candidate's admission to the program, matching the coach and candidate according to defined criteria. Clear procedures are in place for reassignment of coaches, when either the candidate or coach is dissatisfied with the pairing.

The program regularly assesses the quality of services provided by coaches to candidates, using established criteria. The program leaders provide formative feedback to coaches on their work, retaining only those who meet the established criteria.

Standard 4: Individual Induction Plan

The induction program utilizes formative and summative assessment processes to support and inform candidates about their professional growth. Formative assessment guides the work of the coach-and-candidate pair as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection.

Candidates and coaches collaborate to develop professional goals as part of an annual Individual Induction Plan (IIP) based on the candidate's assignment, identified individual needs, and prior professional experiences, including the California Administrator Performance Assessment if available. The IIP's purpose is to outline specific performance outcomes and data to be collected to certify attainment of CPSEL-based outcomes through pursuit of self-identified leadership goals. The individual induction plan serves as the blueprint for the full induction experience, outlining the components of the program that enables the candidate to meet or exceed established performance goals. The IIP is a working document, periodically revisited for reflection and revision.

Accompanying professional development targets individual candidate needs and is related to common and individual job responsibilities. All professional development is designed to support the application and demonstration of all CPSEL and the attainment of the candidate's IIP goals. Professional development provides opportunities for candidates to develop professional networks, sharing best practices and challenges, and garnering collegial support.

Category II: Demonstration of Effective Leadership

Standard 5: Vision of Learning

Each candidate demonstrates the ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community as documented through any of the following indicators:

- facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators
- communicates the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system
- uses the influence of diversity to improve teaching and learning
- identifies and addresses any barriers to accomplishing the vision
- shapes school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision
- leverages and marshals sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students

Standard 6: Student Learning and Professional Growth

Each candidate demonstrates the ability to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth as evidenced by competence in and documentation of any of the following indicators:

- shapes a culture in which high expectations are the norm for each student as evident in rigorous academic work
- promotes equity, fairness, and respect among all members of the school community
- facilitates the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and use appropriate and effective technology
- guides and supports the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards
- provides opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility
- creates an accountability system grounded in standards-based teaching and learning
- uses multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student

Standard 7: Organizational Management for Student Learning

Each candidate demonstrates the ability to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment, as evidenced by competency in and documentation of any of the following indicators:

- sustains a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff

- uses effective and nurturing practices in establishing student behavior management systems
- establishes, monitors and evaluates school structures, and processes that support student learning
- uses effective systems management, organizational development, collaboration, problem-solving and decision-making techniques
- aligns fiscal, human and material resources to support the learning of all subgroups of students
- recruits, selects, monitors and evaluates staff
- manages legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff

Standard 8: Working with Diverse Families and Communities

Each candidate demonstrates the ability to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources, as evidenced by competency in and documentation of any of the following indicators:

- recognizes and respects the goals and aspirations of diverse family and community groups
- values diverse community stakeholder groups and treats all with fairness and respect
- incorporates information about family and community expectations into school decision-making activities
- strengthens the school through the establishment of community, business, institutional, and civic partnerships
- communicates information about the school on a regular and predictable basis through a variety of media
- supports the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services

Standard 9: Personal Ethics and Leadership Capacity

Each candidate demonstrates the ability to promote the success of all students by modeling a personal code of ethics and developing professional leadership capacity, as evidenced by competency in and documentation of any of the following indicators:

- models personal and professional ethics, integrity, justice, and fairness, and expects the same behaviors from others
- protects the rights and confidentiality of students and staff
- uses the influence of office to enhance the educational program, not personal gain
- makes and communicates decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity
- demonstrates knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades
- demonstrates skills in decision-making, problem solving, change management, planning, conflict management, and evaluation and fosters and develops those skills in others
- reflects on personal leadership practices and recognizes their impact and influence on the performance of others

- engages in professional and personal development
- encourages and inspires others to higher levels of performance, commitment, and motivation
- sustains personal motivation, commitment, energy and health by balancing professional and personal responsibilities

Standard 10: Political, Social, Economic, Legal and Cultural Understanding

Each candidate demonstrates the ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context, as evidenced by competency in and documentation of any of the following indicators:

- works with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning
- influences and supports public policies that ensure the equitable distribution of resources and support for all subgroups of students
- ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations and statutory requirements
- generates support for the school by two-way communication with key decision-makers in the school community
- views him/herself as a leader of a team and also as a member of a larger team
- opens the school to the public and welcomes and facilitates constructive conversations about how to improve student learning and achievement

Category III: Assessment

Standard 11: Assessment of Candidate Competence

The induction program develops assessments to examine candidate competence and take into account the highly variable nature of administrative responsibilities. Assessment tools such as rubric-based scales are based on the professional standards for such assessments, used to measure leadership performance, and determine candidate growth and competence. Initial, formative, and summative assessments are collaborative, based on data gathered by the candidate, coach and program.

The **initial induction** assessment is designed to measure a candidate's entrance level competence in each of the program-selected CPSEL outcomes as a baseline to be in a way that can be compared in future assessments that determine the candidate's growth over time and competency. The initial assessment is informed by multiple measures (e.g., results from the administrator performance assessment if available, self-assessments, observation data, and employer input).

Formative assessment supports and informs candidates about their professional performance and growth as they reflect and improve upon their practice as part of a cycle of inquiry and continuous improvement. The formative assessment process engages the candidate in gathering evidence about his/her own leadership practice, promotes reflection, documents candidate learning and leadership impact, and identifies next steps in pursuit of IIP goals. It uses multiple measures such as self-assessment, observation, and analyses of leadership performance.

The program conducts a **benchmark** assessment midway through the program. This evaluates the candidate's progress toward the attainment of the competence as benchmarked to the standards, The results of the benchmark assessment are reviewed with the candidate and recorded by the program, and prompt goal and/or IIP revisions, if necessary.

Prior to recommending each candidate for a Clear Administrative Services Credential, the program determines on the basis of documented evidence that each candidate has reached a level of competence meriting awarding a Clear Administrative Services Credential. This **summative** review includes a defensible cumulative process, an appeal process, and a procedure for candidates to repeat portions of the assessment as needed. The induction program sponsor and the coach verify that the candidate has met competency expectations for performance as outlined in Category II of the Administrative Induction Program standards.

Appendix D
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"> • Major theories and concepts in educational leadership • 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, student-centered vision with and across multiple constituencies • 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
<p>2. Developing a Shared Commitment to the Vision Among All Members of the School Community</p>	<ul style="list-style-type: none"> • Skills and strategies for facilitating the alignment of the school’s vision with the LEA’s vision and goals • 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 • Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components
<p>3. Leading by Example to Promote Implementation of the Vision</p>	<ul style="list-style-type: none"> • 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 for all students • Examining and responding to equity issues related to race, diversity, and access, using inclusive practices
<p>4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision</p>	<ul style="list-style-type: none"> • Identifying potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers • Shaping school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision • Facilitating the comprehensive integration of technology to support achievement of the vision • Communicating about, modeling, and holding oneself and others accountable for exhibiting personal

A. Visionary Leadership	
CAPEs	Expected Content Knowledge
	<p>and professional ethics, integrity, justice, and fairness</p> <ul style="list-style-type: none"> • Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups • 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 • Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making • Networking with other professionals to improve personal knowledge and skills necessary for the job of a school administrator • Understanding how to identify and access resources to help address difficult or complex problems and issues that may arise

B. Instructional Leadership	
CAPEs	Expected Content Knowledge
<p>5. Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction</p> <p>6. Evaluating, Analyzing, and Providing Feedback</p>	<ul style="list-style-type: none"> • 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. • California’s K-12 student academic content standards and state-adopted assessment systems for measuring student performance • K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and students • Teacher observation and evaluation systems grounded in standards-based teaching and learning • Appropriate and “best” instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented • Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice • Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various

B. Instructional Leadership

CAPEs	Expected Content Knowledge
<p>on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth</p> <p>7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors</p> <p>8. Communicating with the School Community about Schoolwide Outcomes Data and Improvement Goals</p>	<p>types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions</p> <ul style="list-style-type: none"> • Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments • 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 • Psychometrically valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning • Understanding the purpose, role and use of multiple assessments to continuously evaluate student learning • Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers • Knowledge of appropriate, effective college and career readiness and co-curricular activities • Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations • 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 • Induction programs for beginning teachers, including BTSA • Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff • 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 • 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, self-assessment and self-directed change and improvement • Effective uses of staff time for purposes of professional development for both individual and school purposes and goals

B. Instructional Leadership

CAPEs	Expected Content Knowledge
	<ul style="list-style-type: none">• Strategies for self-improvement and planning for continuous learning in order to serve as a role model for others• 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• Policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students• Understanding and maximizing the 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• 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 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• 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• 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• Identifying and recognizing discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias

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"> • Theories and strategies for instituting, managing, and evaluating a school change process • 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 for all students, including English learners and students with special needs • 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 • 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 • 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 • Using time and technology effectively to help manage the school improvement process • 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 • 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

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"> • 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 • 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 • Modeling self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one’s own performance • Understanding how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups. • 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 individual 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 • 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 • How to use time and technology effectively to improve instructional leadership and promote personal and professional growth • How to support, motivate, and provide recognition to staff at various stages in career development • 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

E. Organizational and Systems Leadership

CAPEs	Expected Content Knowledge
<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"> • Understanding federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process • School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding) • 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 • 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 • 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) • 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 • Understanding, developing, and monitoring the school's budget and expenditures, including 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) • Prioritizing use of school resources, including the budget, to support the school's vision, goals, and growth plan • 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 • How to apply systems thinking to set priorities and manage organizational complexity • Principles and procedures for evaluating and using technology to facilitate effective and timely

E. Organizational and Systems Leadership

CAPEs	Expected Content Knowledge
	<p>communication, manage information, enhance collaboration, and support effective management of the organization</p> <ul style="list-style-type: none"> • 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 • 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 • Understanding processes of 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 • 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 • 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 • 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 • 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) • 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)

E. Organizational and Systems Leadership

CAPEs	Expected Content Knowledge
	<ul style="list-style-type: none"> • 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 • 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 • Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events

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"> • Defining an inclusive "school community" • Understanding the multiple connections between school, families, and the community • 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 • 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 • 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 • 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 multicultural educational community • Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change • Strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote educational and organizational improvement • Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the

	<p>school, its accomplishments and its needs</p> <ul style="list-style-type: none">• Expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs
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Appendix E
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, 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 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 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, 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 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.