4F

Action

Professional Services Committee

Proposed Adoption of Standards and Preconditions for Preliminary Administrative Services Credential Preparation Programs

Executive Summary: This item presents proposed program standards, preconditions, and proposed revised Content Expectations for the Preliminary Administrative Services Credential for potential Commission adoption. Since their initial presentation to the Commission in April 2013, a field review was completed and the draft standards have been revised by the writing panel.

Policy Questions: Do the proposed standards and preconditions for preliminary administrative services preparation programs meet the Commission's expectations for development of high quality, effective educational leaders for California's schools?

Recommended Action: That the Commission adopt the proposed draft standards, preconditions, and revisions to the Content Expectations for the Administrative Services Preliminary credential programs.

Presenters: Gay Roby, Consultant, 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.

Proposed Adoption of Standards and Preconditions for Preliminary Administrative Services Credential Preparation Programs

Introduction

This agenda item provides the proposed Program Standards and Preconditions for the Preliminary Administrative Services Credential for Commission review and potential adoption. The proposed Preconditions and Standards have been revised to align with current expectations for entities sponsoring credential programs, new Commission policy, and adopted regulations. Proposed standards were presented to the Commission at the June 2013 meeting at which time several constituency groups and members of the public recommended that additional changes and language be added around several topical areas. The Commission directed staff to work with these constituencies to consider the additional language for possible inclusion in the standards. This agenda item presents revised draft standards as a result of consideration of the language proposed by the constituency groups and members of the public for Commission consideration and potential adoption.

Background

In November 2011, the Commission received the recommendations from the Administrative Services Credential Advisory Panel (http://www.ctc.ca.gov/commission/agendas/2011-11/2011-11-5B.pdf). Based on action by the Commission in August 2012 (http://www.ctc.ca.gov/commission/agendas/2012-08/2012-08-4E.pdf), an eight-member writing panel team (Appendix A) was appointed by the Executive Director to revise the current Administrative Services Credential Program Standards in accordance with the adopted recommendations. The writing panel's first task was to define what new administrators need to know and be able to do in order to be credentialed. The products of these early panel deliberations included the *Administrator Preparation Content Expectations* and the *California Administrator Performance Expectations*, both of which were adopted by the Commission in April 2013 (http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3A.pdf) (Appendix B). The panel's work then turned to drafting two sets of new program standards, one for Preliminary level administrative services preparation programs and the other for Induction programs leading to the Clear Administrative Services credential.

The work of the standards-writing expert work group was guided by a priority consideration for the changing expectations of the role of the site administrator for California public schools, and to refocus preparation on the varieties of leadership competencies a beginning school administrator would need to know and be able to demonstrate in order to begin competent practice. As a result of this emphasis on the critical and pivotal role of the site administrator, a number of the proposed standards focus on the specific sets of knowledge, skills, and abilities a beginning administrator would need to learn and develop through the preparation program's coursework, field experiences, and clinical practice. For example, a California school administrator needs to be able to demonstrate visionary leadership (Standard 6) in order to guide

the school and community towards identified learning goals and student outcomes; similarly, the school administrator needs to be able to demonstrate effective instructional leadership (Standard 7) in order to support effective teaching and learning for all students.

The standards-writing panel also reframed the expectations for the assessment of candidate competency (Standard 14) to assure that candidates for the Preliminary Administrative Services credential demonstrated their ability to perform capably on the job from their first day of school leadership service.

In April 2013, (http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3B.pdf), the Commission received the draft standards and took action to move forward with a field review of those standards. Following the April 2013 presentation of the standards, the panel met to revise the standards based on stakeholder feedback received through electronic surveys and statewide stakeholder meetings and returned to the Commission with the revised standards in August 2013. (http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-3C.pdf). Following the April 2013 presentation of the standards, the panel met to revise the standards based on stakeholder feedback received through electronic surveys and statewide stakeholder meetings and returned with the revised standards in August. At the August 2013 Commission meeting, concern was raised by constituency groups and members of the general public regarding three specific aspects of the proposed standards: English Learners, Mental Health, and Positive Behavior and Restorative Practices.

Draft additional language was suggested by stakeholder groups for inclusion in the proposed standards to address these concerns. Members of the writing panel were in agreement that these aspects should be represented in the standards, and expressed a desire to reconvene in order to review and revise the standards to ensure the inclusion of the appropriate recommendations in these areas. The Commission returned the item to the writing panel for further discussion and revision. The panel met through electronic means and through follow-up emails to determine needed revisions. The Administrative Services standards panel discussed each suggestion and revised the standards further. The final proposed standards are attached as Appendix B (Preliminary Administrative Services Program Standards) with the previously adopted *California Administrator Content Expectations* and *California Administrator Performance Expectations* as Appendices C and D, respectively. Additionally, a glossary of terms appears under Appendix E.

A critical factor throughout the panel's discussion of these items has been to address the topics in a manner appropriate to the level of detail where they were to be placed. As a result, the items were treated in three distinct ways:

1. Some of the suggested language provided by the constituency groups and members of the general public was considered by the panel to be more appropriate for inclusion in the Content Expectations than in the program standards. For these suggestions, new or revised Content Expectations were drafted. Because the Commission has already adopted the *Administrator Preparation Content Expectations* in April 2013, Commission action would be necessary to add this proposed new language.

2. Some of the suggested language additions provided by the constituency groups was considered by the panel to be too specific for inclusion exactly as presented but introduced

important concepts, such as the role that racial bias can play in classroom management or using data to make informed discipline decisions. The writing panel then used these concepts to develop broader, more global language. For these suggestions, the proposed standards were revised to include these new concepts.

3. One suggestion, the inclusion of a list of job titles or employment positions, was too limiting to be useable for either the standards or the content expectations. The panel members recommend broadening this suggested language in the standard by referring to the "body of professionals". The panel believes that this broader language honors the intent of the constituency group recommendation and, at the same time, addresses the panel's concern that the suggested language a) is too prescriptive, b) may be leaving out key positions, or c) omits the inclusion of any new positions created between the time these standards are adopted and the next scheduled revision.

After consideration of the suggested additional and/or revised language presented by constituency groups and members of the general public at the August 2013 Commission meeting, the panel proposes the following:

English Learners
The writing panel held a lengthy discussion that resulted in the confirmation of their belief that the proposed standards and content expectations currently address the recommendations of the English Learner Advisory Panel. To better clarify where the proposed standards address English learners, a list of these instances was generated and is provided here as Appendix F.

Mental Health
The panel discussed each of the four recommendations from the Superintendent of Public Instruction's Student Mental Health Workgroup, and proposes for Commission consideration revisions to five of the six recently adopted Content Expectations areas: Visionary Leadership, Instructional Leadership, School Improvement Leadership, Organizational and Systems Leadership, and Community Leadership. The proposed additional language is highlighted in the Content Expectations in Appendix C. The panel proposes that no additional changes are needed in the proposed preparation standards.

Positive Behavior and Restorative Practices
The four suggestions made by the constituency groups and members of the public regarding positive behavior and restorative practices were addressed by the panel at both the standard and Content Expectation level. Proposed Program Standard 4, contained in Appendix B, was modified to include the concepts encompassed in the group's suggestions and changes are proposed in three of the six adopted Content Expectations areas: School Improvement Leadership, Organizational and Systems Leadership, and Community Leadership. The proposed additional language is highlighted in the Content Expectations in Appendix C.

Discussion of Preliminary Administrative Services Preparation Program Preconditions
All institutions proposing to offer educator preparation programs leading to a credential must initially respond to the Commission's General Preconditions and Common Standards. Preconditions serve in part to determine a sponsor's eligibility to apply to the Commission for

approval of one or more educator preparation programs. Institutional responses to the Preconditions are updated and reviewed for compliance prior to an accreditation site visit for all approved institutions. The Commission's program-specific preconditions also reflect statute, regulations, and/or Commission policy related to the specific credential with which institutions must comply in order to be approved to offer the proposed program.

New draft Preconditions for Administrative Services Preparation Programs were developed in order to respond to new Commission policy and regulations recommended by the Administrative Services panel and adopted by the Commission in December 2012. The proposed Preconditions are included as Appendix G. These include:

1) Requiring a candidate for an Administrative Services Credential to hold a clear or life prerequisite credential; and

2) Increasing the number of years of experience from three to five in order to earn the preliminary administrative services credential.

No changes to the Preconditions as proposed in August 2013 were necessary as a result of the constituency and public comment raised about English Learners, Mental Health, or Restorative Practices.

Proposed Implementation Timeline for the Preliminary Administrative Services Preparation Program Standards

If the Commission adopts the proposed revised preliminary administrative services preparation program standards, preconditions, and revised Content Expectations, significant program-level changes will be needed. Staff is proposing an implementation timeline in Table 1 that allows program sponsors adequate time to design a program that reflects the new standards, implement their new program design, and adjust that program as needed.

Staff proposes that preliminary preparation programs be required to provide the Commission with a transition plan describing the changes they will need to undertake to update their programs to align with the new standards. A due date of June 1, 2014 for transition plans would allow institutions time to consult with faculty and instructional personnel and identify the areas of needed changes. Institutions would be required to identify the date that it plans to transition its program to the new standards with the final date being September 1, 2015. New candidates may not be admitted to preliminary administrative services preparation programs based on prior standards after September 1, 2015. One year after the date identified by the institution that it has transitioned to the new standards, a program document would be due for program assessment. Candidates must complete the program aligned to the previous standards by September 1, 2018. A summary of this plan is included in the table below.

Proposed Timeline for Implementation of Preliminary ASC Standards	
September 26-27, 2013	Potential Adoption of Administrative Services Program Standards, Preconditions, and revised Content Expectations.
June 1, 2014	Transition Plan Due for Revised Preliminary Administrative Services Programs. Transition plans would identify the date by which the program will have begun implementation of program aligned to the new standards. Program Assessment document will be due one year from the date that the institution transitioned to the new standards.
September 1, 2015	No new candidates may be admitted to Preliminary Administrative Services Programs based on prior standards.
September 1, 2016	Last Program Assessment Documents due for all programs that have transitioned to new standards.
September 1, 2018	Final date for candidates to complete coursework in the Preliminary Administrative Services Program based on prior standards.

Staff Recommendation

Staff recommends that the Commission adopt the proposed revised Program Standards, Preconditions, and revised Content Expectations for Preliminary Administrative Services Credential Programs.

Next Steps

If the Commission adopts the proposed Preconditions, Program Standards, and proposed revised Content Expectations, Commission staff will begin working with program sponsors to ensure appropriate implementation in accordance with the timeline presented above. This would include the issuance of a Program Sponsor Alert, information on the Commissions website, and notification on the PSD E-news. In addition, staff would provide technical assistance to all current Preliminary Administrative Services program sponsors and prospective sponsors as they prepare documents in order to respond to the newly adopted standards. Technical assistance to program sponsors could be achieved through webinars, working with organizations such as the Association for California School Administrators (ACSA), the California Association of Professors of Educational Administration (CAPEA), the Credential Counselors and Analysts of California (CCAC), and individually with institutions.

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

Revised 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 prepares instructional leaders to serve effectively 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 and aligned with the *California Administrator Performance Expectations* and principles of adult learning theory. The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences designed to provide extensive opportunities to engage candidates in developing knowledge, skills, and dispositions to advance teaching and learning. 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 design, implementation, quality and effectiveness of the program. Partnership agreements are collaboratively established with each partner and clearly define roles and expectations of all partners sharing the responsibility for the implementation and success of the program. Partners, such as advisory committees, school districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate regularly and openly. Partners share responsibility for 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.

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 promote leadership and interpersonal skills. The program curriculum and pedagogies are designed to engage candidates in 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 provides 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 ensures candidates understand environmental contexts, organizational culture, intra-organizational systems, 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 understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status; (b) learn ways to analyze, monitor, and address these issues; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and (d) come to understand the role of the leader in creating equitable outcomes in schools. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how leaders can address and monitor institutional-level inequity.

The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students.

Program Standard 5: Role of Schooling in a Democratic Society

By design, the administrative services preparation program provides each candidate with an opportunity to critically examine the principles of democratic education and the responsibilities of citizenship. This includes the moral imperative to provide all students with the best possible education. The program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. The program includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling. The program prepares candidates to understand the administrator's responsibility to develop and nurture public support, family participation, and community engagement. In addition, the program prepares administrators to establish civility through an organizational culture that promotes constructive problem solving, conflict resolution strategies, and application of ethical behaviors.

Category II: Curriculum

Program Standard 6: Visionary Leadership

The administrative services preparation 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 in collaboratively developing, implementing, and evaluating the vision. The program provides multiple opportunities for each candidate to learn, practice, and reflect on visionary leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

Program Standard 7: Instructional Leadership

The administrative service preparation 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. The program develops candidates' knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards. The program provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as further defined in the adopted *Content Expectations* and *Performance Expectations.*

Program Standard 8: School Improvement Leadership

The administrative services preparation program aids the candidate in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. The program develops the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. The program increases the candidate's capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes. The program provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

Program Standard 9: Professional Learning and Growth Leadership

The administrative services preparation 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 individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning. The program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

Program Standard 10: Organizational and Systems Leadership

The administrative services preparation program addresses the candidate's ability to understand, align, 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. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources. The program provides multiple opportunities for each candidate to learn, practice, and reflect on organizational and systems leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

Program Standard 11: Community Leadership

The administrative services preparation program addresses the candidate's ability to advocate for the school and to communicate through a variety of media its successes, needs, and challenges with a broad range of audiences, collaborating with parents, the community, and others in achieving the school's vision and goals. The program provides multiple opportunities for each candidate to learn, practice, and reflect on community leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

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*. 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, the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the *California Administrator Content Expectations* and satisfactory performance on the full range of *California Administrator Performance Expectations* below. A representative of the program sponsor and at least one field/clinical supervisor provides the verification of candidate competence and performance. When available, a Commission-approved Administrator Performance Assessment may be used to satisfy this requirement. 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.

Appendix C

California Administrator Content Expectations
Adopted April 2013
Highlighted Text indicates proposed modifications in the Content Expectations

A. Visionary Leadership	
CAPEs	**Expected Content Knowledge**
1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals 2. Developing a Shared Commitment to the Vision Among All Members of the School Community 3. Leading by Example to Promote Implementation of the Vision 4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision	• 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 • Skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals • Identify and understand 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 public education for all students • Examine and respond to equity issues related to race, diversity, and access, using inclusive practices • Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers • Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision • Facilitate the comprehensive integration of technology to support achievement of the vision • Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness

A. Visionary Leadership	
CAPEs	**Expected Content Knowledge**
	• 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 • Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator • *Understand the roles of a broad range of support staff and mental health professionals* • *Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals* • Understand 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**
5. Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction 6. Evaluating, Analyzing, and Providing Feedback	• 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. • *Recognize and identify mental health conditions that support or hinder student achievement* • 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

B. Instructional Leadership	
CAPEs	**Expected Content Knowledge**
on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth 7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors 8. Communicating with the School Community about Schoolwide Outcomes Data and Improvement Goals	various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions • Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments • Promote 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 • Valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning • Understand 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 • Strategies for self-improvement and planning for continuous learning in order to serve as a role

B. Instructional Leadership	
CAPEs	**Expected Content Knowledge**
	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 • Understands 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 • Understand and maximize the relationships between student behavior management systems and student success • Understand how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning • Understand 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 • Understand 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 • Identify and recognize 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**
9. Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan 10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement 11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan 12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes	• 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 • *Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child* • 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 • Use time and technology effectively to help manage the school improvement process • Understand 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**
13. Modeling Life-Long Learning and Job-Related Professional Growth 14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities 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	• 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 • Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one's own performance • Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups. • Understand 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 • Understand 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 • Model 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 • Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth • Understand 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**
16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning 17. Developing, Implementing and Monitoring the School's Budget 18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations	• Understand 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) • Understand 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 • Understand and apply principles of conflict resolution, student discipline, *school disciplinary procedures, including manifestation determination for serious offenses* and overall management of the school climate to promote a school culture that is safe and welcoming for all students • *Understand school-wide intervention strategies* • Understand 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) • Understand 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 • Understand, develop, and monitor 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) • Prioritize 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 • Understand 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**
	communication, manage information, enhance collaboration, and support effective management of the organization • 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 • Understand processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting • Understand 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 • *Understand the effective use of outside support organizations for student health, safety, and well-being* • 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

E. Organizational and Systems Leadership	
CAPEs	**Expected Content Knowledge**
	state regulations related to food services, health services, student transportation, free and reduced-price meals) • Understand 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**
19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public 20. Involving the Community in Helping Achieve the School's Vision and Goals	• Defining an inclusive "school community" • Understand 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 the health, safety, and well-being of all students* • Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs

F. *Community* Leadership	
CAPEs	**Expected Content Knowledge**
	• Expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs

Appendix D

California Administrator Performance Expectations
Narrative Statements
Adopted April 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.

Appendix E

Glossary of Terms for the Preliminary Administrative Services Program Standards (2013)

Term	Standard	Definition
Adult Learning	PS 1, 9	The processes by which adults gain knowledge and expertise that include activities constructed upon six key principles: 1. The learners' need to know; 2. Self-directed learning; 3. Prior experiences of the learner; 4. Readiness to learn; 5. Orientation to learning and problem solving; and 6. Motivation to learn.
CAPE/Performance Expectations	PS 1, 6, 7, 8, 9, 10, 11, 14	A set of six skill categories that describe the performance expectations for candidates ready to begin service as a California educational administrator.
Civic Responsibility	PS 5	Active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good.
Civility	PS 5	Expressing patience, grace, and strength of character while claiming and caring for one's identity, needs and beliefs and without degrading someone else's in the process
Coach (as distinguished from mentor)	PS 14	A formal, professional relationship between a candidate and coach, directed toward attainment of professional and organizational goals focusing, consistently, upon leadership that positively impacts learning and teaching practice. A coach is trained and skilled in applying a variety of coaching strategies, skills and resources to the context and needs of the candidate. Coaching is a complex process which can lead to changes in practice, in rethinking/re-strategizing leadership, and transforming the leader's dispositions, behaviors, and communication to build leadership capacity, instructional improvement, and growth in student learning. Administrative coaches focus on the candidate's understanding and application of CPSEL-based leadership outcomes. *(In contrast, a mentor is an experienced practitioner who has an informal relationship with a candidate, fostering an understanding of culture, expectations, and the candidate's place and possible contributions to the work environment. A mentor provides a willing, nonjudgmental ear, counsel when sought and focuses on topics determined by the candidate).*
Community/School Community	PS 2, 4, 5, 11	An assemblage of people and organizations intimately involved in the day-to-day activities and success of a school. The community members associate with each other and share

Term	Standard	Definition
		common values about the education of children. A school community might include administrators, students, parents, guardians and families, parent-teacher organizations, city services, local businesses, social agencies.
Content Expectations	PS 6, 7, 8, 9, 10, 11, 14	Describe the underlying content knowledge needed by the administrative services candidate to successfully meet the performance expectations outlined in the *California Administrator Performance Assessment Expectations* (CAPEs).
Equity and Diversity	PS 4	Equity and diversity are woven throughout the candidates' administrative services credential experiences, aiming to create a fairer society, where everyone can participate and have the opportunity to fulfill his/her potential (equity) and recognize individual as well as group differences, treating people as individuals, and placing positive value on diversity in the community and in the workforce (diversity).
Formative assessment	PS 14	Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.
Interpersonal Skills	PS 3	The ability to interact positively and productively with people through the application of emotional and social behaviors that are contextually and circumstantially appropriate and sensitive to the needs of others.
Intra-Organizational System	PS 3	The logical and coherent arrangement of vision, goals, policies, regulations, and practices within an organization.
Leadership Skills	PS3	The ability to lead others in systems thinking, organizational problem solving, political, emotional, social intelligence, self-reflection, and metacognitive insights.
Learning activities	PS 3	Learning activities and pedagogies treat the knowledge, concepts, and content of educational administration as relational and interactive rather than discrete and separate. Programs are urged to incorporate student centered learning activities and pedagogies into their program design. These activities are developed using authentic problems of practice that engage the learner in processes that simulate problem solving, decision making, or other management and leadership tasks as they would be applied in the real world.
Macro Organizational Level	PS 3	The span of activity or analysis that encompasses an entire organization.
Micro Organizational Level	PS 3	The span of activity or analysis that encompasses parts or subunits of an organization.

Term	Standard	Definition
Partnerships and Partnership agreements	PS 2	Informal and formal agreements between the sponsoring institution or program leaders and other K-12 organizations (e.g. district or county offices, colleges and universities, educational organizations, professional learning groups) that outline each partner's responsibility to the program's design, implementation, evaluation, and success.
Privilege and Power	PS 4	Power refers to the ability or official authority to decide what is best for others, the ability to decide who will have access to resources, and the capacity to exercise control over others. Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favors, and benefits to members of dominant groups at the expense of members of target groups.
Professional Learning	PS 9	The administrative services credential program provides learning opportunities through both sessions that address topics common to all candidates and individualized learning . Professional learning can be provided by coaches, colleagues, workshops, etc.
Summative Assessment	PS 1	A process used to objectively determine if the activities and results of the object being evaluated (e.g., program, intervention, person, etc.) met the stated goals.
Supervisor	PS 2, 13, 14	Individuals from the employing district, school or county office who support administrative induction candidates. Although they often provide input to the program (e.g., site or district goals), they remain outside the confidential coach and candidate relationship.
Vulnerable and historically underserved students	PS 4	These students may include students of color, low income, the physically disabled, blind, deaf, deaf-blind, or hard of hearing, mentally ill, developmentally disabled, impoverished, immigrant communities limited English or non-English proficient, undocumented person, medically dependent or medically compromised, chemically dependent, homeless and shelter dependent, clients of the criminal justice system, and emerging or transient special needs.

Appendix F

Places where the Preliminary ASC Standards Address English Learners

Program Standards	
Program Standard 3	In addition, the program ensures candidates understand environmental contexts, organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes.
Program Standard 4	Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status; (b) learn ways to analyze, monitor, and address these issues; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and (d) come to understand the role of the leader in creating equitable outcomes in schools.
	The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students.
Program Standard 5	This includes the moral imperative to provide all students with the best possible education.
	The program prepares candidates to understand the administrator's responsibility to develop and nurture public support, family participation, and community engagement.
Performance Expectations	
CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors	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.
CAPE 16: Understanding and Managing the Complex Interaction of	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.

All of the School's Systems to Promote Teaching and Learning	
Content Expectations	
Visionary Leadership	Developing a vision of teaching and learning for all students.
	Ensuring equitable, democratic public education for all students.
	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.
Instructional Leadership	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.
	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.
	Appropriate and "best" instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented.
	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 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.
	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.
School Improvement Leadership	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.
Professional Learning and Growth Leadership	Understanding how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.
Organizational and Systems Leadership	Understanding and applying principles of conflict resolution, student discipline, school disciplinary procedures, including manifestation determination for serious offenses 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.
	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.
	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.
	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.
	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.
	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.
Community Leadership	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.
	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 reaching out to the broader community, including families, agencies, and community organizations, to promote the health, safety, and well-being of all students.

Appendix G

Proposed Preconditions for Administrative Services Credential Programs
(Highlighting is new text)

Proposed Specific Preconditions for the Preliminary Administrative Services Credential Program

In addition to the Commission's General Preconditions, a Commission-approved program shall determine prior to recommending a candidate for a preliminary Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

Precondition 1: Possess one of the following valid credentials:

a. a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or

b. a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or

c. a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

Education Code section 44270(a)(1) and Title 5 of the California Code of Regulations section 80054(a)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to possess the appropriate prerequisite credential prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Precondition 2: Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute.

Education Code section 44252(b) and Title 5 of the California Code of Regulations section 80054(a)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify the basic skills requirement has been met prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Precondition 3: Verification of one of the following:

a. five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);

b. five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or

c. a combination of (a) or (b).

Education Code section 44270(a)(2) and Title 5 of the California Code of Regulations section 80054(a)(4)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify appropriate experience as described above prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Precondition 4: Has completed a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards (rev. 7/2013).

Education Code section 44270(a)(3) and Title 5 of the California Code of Regulations section 80054(a)(2)

Precondition 5: Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position.

Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6)

Proposed Preconditions for the Clear Administrative Services Credential Induction Program

In addition to the Commission's General Preconditions, a Commission-approved program shall determine prior to admission of a candidate to a clear Administrative Services Credential program that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

Precondition 1: Possess a valid California preliminary Administrative Services Credential.

Education Code section 44270.1(a)(1) and Title 5 of the California Code of Regulations section 80054(d)(1)

Precondition 2: Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1).

Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6)

Precondition 3: An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative.

Education Code Section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(1)

In addition to the Commission's General Preconditions as well as Precondition 1, 2, and 3 above, a Commission-approved program shall determine prior to recommendation of a candidate for a clear Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

Precondition 4: Verification of two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1).

Education Code Section 44270.1 (a)(2) and Title 5 of the California Code of Regulations section 80054(g)(1) and (g)(2)(B)

Precondition 5: Has completed a Commission-approved Clear Administrative Services Credential Induction Program based on Administrative Services Credential Program Standards (rev. 7/2013).

Education Code Section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(3)(A)