



# California Administrator Performance Expectations (CAPE)

## Validation Study Report

*Prepared for:* Commission on Teacher Credentialing

*Authors:* Denny Way, Head of Assessment Solutions & Design, Pearson  
Nicole Amador, Director, Educator Solutions for Licensing and Learning,  
Evaluation Systems group of Pearson

*Date:* June 10, 2016

# California Administrator Performance Expectations (CAPE) Validation Study

## Table of Contents

<b>Introduction</b> .....	<b>iii</b>
<b>Chapter 1: CAPE Validation Survey Approach</b> .....	<b>1</b>
Data Collection Method .....	1
Survey Instructions and Questions .....	3
Survey Data Analyses .....	5
Defining Respondent Eligibility .....	5
Screening for Data Quality .....	6
Missing Data .....	6
Random Responding .....	6
Final Data Set .....	6
<b>Chapter 2: Survey Sample Demographics</b> .....	<b>8</b>
<b>Chapter 3. CAPE Importance</b> .....	<b>15</b>
Descriptive Statistics—Importance .....	16
<b>Chapter 4. CAPE Clarity</b> .....	<b>20</b>
Descriptive Statistics—Clarity .....	21
<b>Chapter 5: CAPE Frequency</b> .....	<b>25</b>
Descriptive Statistics—Frequency .....	26
<b>Chapter 6. CAPE Overall Representativeness</b> .....	<b>30</b>
Descriptive Statistics—Overall Representativeness .....	30
<b>Chapter 7. CAPE Calculated Criticality</b> .....	<b>32</b>
Critical CAPE .....	33

## List of Tables

Table 1. Number of Eligible and Ineligible Respondents by Primary Position .....	7
Table 2. Primary Position, Ethnicity/Race, and Gender for Full Survey Sample .....	8
Table 3. Demographic Information for Teacher Survey Sample .....	9
Table 3. Demographic Information for Teacher Survey Sample (continued) .....	10
Table 4. Demographic Information for Administrator Survey Sample .....	11
Table 4. Demographic Information for Administrator Survey Sample (continued) .....	12
Table 5. Demographic Information for Administrator Preparation Faculty Survey Sample .....	13
Table 5. Demographic Information for Administrator Prep Faculty Survey Sample (continued) .....	14
Table 6. Descriptive Statistics for CAPE Importance—Full Survey Sample .....	16

Table 7. Descriptive Statistics for CAPE Importance—Teacher Survey Sample..... 17

Table 8. Descriptive Statistics for CAPE Importance—Administrator Survey Sample..... 18

Table 9. Descriptive Statistics for CAPE Importance—Administrator Preparation Faculty  
Survey Sample ..... 19

Table 10. Descriptive Statistics for CAPE Clarity—Full Survey Sample .....21

Table 11. Descriptive Statistics for CAPE Clarity—Teacher Survey Sample.....22

Table 12. Descriptive Statistics for CAPE Clarity—Administrator Survey Sample.....23

Table 13. Descriptive Statistics for CAPE Clarity—Administrator Preparation Faculty  
Survey Sample .....24

Table 14. Descriptive Statistics for CAPE Frequency—Full Survey Sample .....26

Table 15. Descriptive Statistics for CAPE Frequency—Teacher Survey Sample.....27

Table 16. Descriptive Statistics for CAPE Frequency—Administrator Survey Sample.....28

Table 17. Descriptive Statistics for CAPE Frequency—Administrator Preparation Faculty  
Survey Sample .....29

Table 18. Descriptive Statistics for CAPE Overall Representativeness by group and for  
all respondents .....31

### List of Figures

Figure 1. Sample email containing link to online survey. ....2

Figure 2. Rating questions and scales for the CAPE narratives. ....4

Figure 3. Final question about representativeness of CAPE as a whole. ....4

Figure 4. Illustration of rating combinations and their relationship to the criticality  
threshold. ....32

# California Administrator Performance Expectations (CAPE) Validation Study

## *Introduction*

This report documents results of efforts to gather additional information from California Educators on the draft California Administrator Performance Expectations (CAPE) prepared by the Commission on Teacher Credentialing (CTC). This effort included a comprehensive survey offered to all California public school teachers, administrators, and administrator educators in the state.

The report has 7 chapters. Chapter 1 describes the administration of the CAPE validation survey and data analysis approach and Chapters 2-7 summarize the survey results.

## **Chapter 1: CAPE Validation Survey Approach**

### **Data Collection Method**

The CTC prepared a survey tool and vetted it with the Evaluation Systems group of Pearson. The survey included 3 major sections: (a) grouping and eligibility screening questions, (b) background questions, and (c) CAPE narratives. The 17 CAPE are organized by the six California Professional Standards for Education Leaders (CPSEL). To balance fatigue and the potential for respondent drop-off, the order of the CPSEL was randomized across participants.

The CTC and Evaluation Systems publicized the survey widely through the CTC's website, flyers; email blasts to professional organizations, schools, districts, and teacher preparation programs; during other regularly-scheduled meetings with educators and teacher preparation professionals; and through personal referral networks.

An email, shown in Figure 1, containing the link to the online survey was distributed to all public school administrators and Commission-approved administrator preparation programs in the state. School administrators were asked to share the survey links with all teachers in their school system. A reminder email was sent out while the survey was open.

The online survey opened on May 19, 2016, and closed on June 3, 2016.

Subject Line: CTC Survey on DRAFT CAPEs aligned to CPSEL-Stakeholder Input Needed

May 19, 2016

Dear Administrator/Teacher Educator:

The Commission on Teacher Credentialing (Commission) is beginning the design and development of the state's administrator assessment model, the California Administrator Performance Assessment (CalAPA). In preparation for this work, the Commission recently adopted Assessment Design Standards to guide the development of administrator performance assessments and is working to clearly align the California Administrator Performance Expectations (CAPEs) to the California Professional Standards for Leaders (CPSEL). The CAPEs define the knowledge, skills and abilities expected of beginning administrators in California. The CAPEs will be used as the basis for the design and development of the CalAPA.

The Commission is seeking input from stakeholders via an online survey about whether the revised and aligned CAPEs accurately and appropriately reflect the job of an entry-level administrator in California. We would appreciate your help in both filling out the online survey yourself and providing information about the availability of the survey to teachers and administrators in your district/school. CAPEs will be presented to the Commission for adoption at its June 2016 meeting.

Public school teachers and administrators who hold a preliminary or clear multiple or single subject teaching credential and/or an administration services credential are eligible to complete the survey. In addition, faculty members and sponsors of Commission-approved administrator preparation programs are also eligible.

Here is the link for the Survey Monkey <https://www.surveymonkey.com/r/CAPEAlignment>. We ask that you distribute this survey link to eligible teachers, administrators, and administrative services educators as described above. The survey can be completed on any computer with Internet access and must be completed no later than June 3, 2016. We would appreciate your help in encouraging your staff to complete the survey as soon as possible. All responses to the survey will be confidential. No individuals or districts/counties will be identified in the analysis of the survey results.

Each participant's response to this survey is very important both to finalize the CAPEs for Commission adoption and inform the design and development of the CalAPA. Your assistance in this matter is greatly appreciated.

Contact [areising@ctc.ca.gov](mailto:areising@ctc.ca.gov) with questions about survey participation.

Thank you for your assistance with this very important activity.

Sincerely,  
Mary Vixie Sandy, Ed.D.  
Executive Director

Ensuring Educator Excellence

**Figure 1. Sample email containing link to online survey.**

## Survey Instructions and Questions

The 17 CAPE are organized by the six California Professional Standards for Education Leaders (CPSEL). Respondents were asked to rate the narrative for each CAPE, as well as the overall set of 17 CAPE. The survey randomized the order in which each of the CPSEL are presented for feedback. Respondents were instructed to provide feedback on each of the draft CAPE in terms of beginning administrators, that is, preliminary candidates (including interns) who are at the entry level and just starting the job of an administrator in California. The ratings provided should be in terms of this reference group, not experienced administrators or in terms of knowledge and skills that will be learned on the job (i.e., not required for entry level). The focus of this survey is on the requisite capabilities that a beginning administrator must have at the time of assignment.

### **California Administrator Performance Expectations (CAPE) under the Six CPSEL:**

CPSEL 1: Development and Implementation of a Shared Vision

CAPE 1: Developing a Student-Centered Vision of Teaching and Learning

CAPE 2: Developing a Shared Vision and Community Commitment

CAPE 3: Implementing the Vision

CPSEL 2: Instructional Leadership

CAPE 4: Personal and Professional Learning

CAPE 5: Promoting Effective Curriculum, Instruction, and Assessment

CAPE 6: Supporting Teachers to Improve Practice

CAPE 7: Feedback on Instruction

CPSEL 3: Management and Learning Environment

CAPE 8: Operations and Resource Management

CAPE 9: Managing Organizations Systems and Human Resources

CAPE 10: Managing the School Budget

CPSEL 4: Family and Community Engagement

CAPE 11: Parent and Family engagement

CAPE 12: Community Involvement

CPSEL 5: Ethics and Integrity

CAPE 13: Reflective Practice

CAPE 14: Ethical Decision-Making

CAPE 15: Ethical Action

CPSEL 6: External Context and Policy

CAPE 16: Understanding and Communicating Policy

CAPE 17: Representing and Promoting the School

NOTE: Throughout the CAPE, reference is made to "all students" or "all TK-12 students." This phrasing is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, language, religion, sexual orientation, and/or geographic origin.

Figure 2 shows the questions and rating scales used to evaluate each CAPE narrative. Figure 3 shows the closing question that asked about the representativeness of the CAPE as a whole.

How important are the knowledge, skills, and abilities described by this narrative for competently performing the job of a beginning administrator during the first few months of an administration job in California?

- No importance
- Little importance
- Moderate importance
- Great importance
- Very great importance

Do you agree that the knowledge, skills, and abilities in this CAPE are written clearly?

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

How frequently are the knowledge, skills, and abilities described by this CAPE used by a beginning administrator during the first few months of an administration job in California?

- Never
- Rarely
- Sometimes
- Very often
- Continuously

**Figure 2. Rating questions and scales for the CAPE narratives.**

How well does this set of 17 CAPEs as a whole represent important knowledge, skills, and abilities required for competent performance by beginning California school administrators during the first few months on the job?

- Poorly
- Somewhat
- Adequately
- Well
- Very well

**Figure 3. Final question about representativeness of CAPE as a whole.**

## Survey Data Analyses

Evaluation Systems analyzed the survey data following a plan established by the CTC. It included:

- Defining respondent eligibility;
- Screening for data quality;
- Displaying the distribution of responses for each question in the survey;
- Calculating descriptive statistics for each rating question in the survey, including arithmetic mean, standard deviation, standard error of the mean; and
- Calculating a criticality value for each CAPE narrative based on a combination of importance and frequency and applying a decision rule to identify the “critical” CAPE.

### Defining Respondent Eligibility

A total of 1,398 individuals went at least as far as opening the link to the online survey. The first question asked them to self-identify their primary position as follows:

*Which of the following best describes your primary position?*

- Teacher*
- Administrator*
- Administrator Preparation Faculty*

There were a total of 7 individuals who opened the survey link but did not answer this question. Among the 1,391 participants who did answer this question, 344 participants (25%) selected Teacher, 942 participants (67%) selected Administrator and 105 participants (8%) selected Administrator Preparation Faculty. Each respondent was then branched to one of two sets of eligibility questions based his/her response to this question.

For the 344 participants who indicated their primary position was Teacher, the eligibility questions were:

- *Do you hold a teaching credential from the California Commission on Teacher Credentialing?*
- *Within the past 3 years, have you taught classes or provided services in California TK-12 public schools?*

Respondents who did not answer or answered “no” to both of these questions (N=16; 5.0%) were not included in the survey data analysis that follows.

For the 942 participants who indicated their primary position was Administrator, the eligibility questions were:

- *Do you hold an Administrative Services Credential from the California Commission on Teacher Credentialing?*
- *Within the past 3 years, have you served as an administrator in a California TK-12 public school, school district, or county office of education?*

Respondents who did not answer or answered “no” to both of these questions (N=50; 5.0%) were not included in the survey data analysis that follows.

The 105 respondents who indicated their primary position was Administrator Preparation Faculty were not asked additional eligibility questions.

### **Screening for Data Quality**

Beyond eligibility screening, missing survey ratings were examined for indicators of random responding.

### **Missing Data**

628 respondents (47.4%) answered all of the survey questions, while 453 respondents (34.2%) did not answer any survey questions even though they had answered at least some of the background questions. Recall that the order of the CPSEL was randomized, so missing responses are distributed evenly across the CAPE. A common response pattern was answering most of the questions about the CAPE in the first CPSEL encountered, and then ending the survey at or shortly after encountering the second CPSEL randomly presented.

It is not surprising to find missing data for a survey of this length conducted in a short timeframe. The fact that there are missing data does not necessarily detract from the quality of the responses that were provided. The survey was voluntary, so it is reasonable to assume that individuals who completed at least part of it did so thoughtfully. Therefore, screening rules for missing data (e.g., “screen out those with 95% missing responses”) were not applied. Doing so would have eliminated feedback from a relatively large number of respondents, and the intent was to preserve as much input as possible.

### **Random Responding**

There was little reason to expect random responding, and we did not find evidence that it occurred. First, the survey tool prevented respondents from making out-of-range or nonsensical responses. Second, the survey was completely voluntary, so those who were not motivated to respond carefully were not compelled to participate. Third, the fact that there was so much missing data suggests that respondents generally chose to end the survey early rather than randomly complete it. Therefore, no cases were screened out due to evidence of random responding. Every eligible individual who completed at least part of the survey was included in subsequent analyses.

### **Final Data Set**

The final data set includes 328 teacher respondents, 892 administrator respondents, and 105 administrator preparation faculty respondents, for a total sample of 1,325 participants. Table 1 shows the breakdown by primary position.

**Table 1. Number of Eligible and Ineligible Respondents by Primary Position**

Full Sample					
California Administrator Performance Expectations (CAPE) Validation Survey		Number of Eligible Respondents: 1325			
Description		Eligible		Ineligible	
		Absolute Frequency	Relative Percent	Absolute Frequency	Relative Percent
1. Primary position selected by respondent					
	Teacher	328	24.8	16	24.2
	Administrator	892	67.3	50	75.8
	Administrator Preparation Faculty	105	7.9	0	0.0

## Chapter 2: Survey Sample Demographics

This section includes four tables that provide the background characteristics as self-reported by survey respondents.

**Table 2. Primary Position, Ethnicity/Race, and Gender for Full Survey Sample**

Full Sample				
CAPE Validation Survey		Number of Respondents: 1325		
Description	Absolute Frequency	Relative Percent	Adjusted Percent	
<b>1. Which of the following best describes your primary position?</b>				
Teacher	328	24.8	24.8	
Administrator	892	67.3	67.3	
Administrator Preparation Faculty	105	7.9	7.9	
<b>2. Which of the following options best describes your ethnic or racial background? (Check all that apply.)</b>				
No response	70	5.3		
African American/Black	78	5.9		
Asian Indian American/Asian Indian	14	1.1		
Cambodian American/Cambodian	1	0.1		
Chinese American/Chinese	16	1.2		
Filipino American/Filipino	20	1.5		
Guamanian	3	0.2		
Hawaiian	6	0.5		
Japanese American/Japanese	16	1.2		
Korean American/Korean	5	0.4		
Laotian American/Laotian	3	0.2		
Latino/Latin American/Puerto Rican/Other Hispanic	117	8.8		
Mexican American/Chicano	182	13.7		
Native American/American Indian/Alaskan Native	30	2.3		
Other Pacific Island American/ Other Pacific Islander	8	0.6		
Other Southeast Asian American/Southeast Asian (e.g., Hmong, Khmer)	4	0.3		
Samoan	4	0.3		
Vietnamese American/Vietnamese	8	0.6		
White (non-Hispanic)	852	64.3		
Other	41	3.1		
<b>3. What is your gender?</b>				
No response	61	4.6		
Female	818	61.7	64.7	
Male	409	30.9	32.4	
Decline to state	37	2.8	2.9	

*Note.* Respondents could choose more than one ethnic/racial background, so the absolute frequency values can sum to more than the total sample size. Adjusted percent values have no meaning for these variables and so were not computed.

**Table 3. Demographic Information for Teacher Survey Sample**

Teacher				
CAPE Validation Survey		Number of Respondents: 328		
Description		Absolute Frequency	Relative Percent	Adjusted Percent
<b>1. Do you hold a teaching credential from the California Commission on Teacher Credentialing?</b>				
	No response	0	0.0	
	Yes	322	98.2	98.2
	No	6	1.8	1.8
<b>2. Within the past 3 years, have you taught or provided services in California TK-12 public schools?</b>				
	No response	0	0.0	
	Yes	320	97.6	97.6
	No	8	2.4	2.4
<b>3. Approximately what percentage of your current students are identified as English Learners?</b>				
	No response	1	0.3	
	None	15	4.6	4.6
	1% - 25%	157	47.9	48.0
	26% - 50%	58	17.7	17.7
	51% - 75%	39	11.9	11.9
	76% - 100%	58	17.7	17.7
<b>4. Approximately what percentage of your current students are eligible for Free or Reduced Price Meals (FRPM)?</b>				
	No response	4	1.2	
	None	6	1.8	1.9
	1% - 25%	58	17.7	17.9
	26% - 50%	59	18.0	18.2
	51% - 75%	64	19.5	19.8
	76% - 100%	137	41.8	42.3
<b>5. What is the geographical location of your school/district?</b>				
	No response	2	0.6	
	Bay	42	12.8	12.9
	Capital	6	1.8	1.8
	Central Valley	30	9.1	9.2
	Costa Del Sur	44	13.4	13.5
	Delta Sierra	9	2.7	2.8
	Los Angeles	43	13.1	13.2
	North Coast	15	4.6	4.6
	Northeastern	27	8.2	8.3
	RIMS	50	15.2	15.3
	South Bay	30	9.1	9.2
	Southern	30	9.1	9.2

**Table 3. Demographic Information for Teacher Survey Sample (continued)**

Teacher				
CAPE Validation Survey			Number of Respondents: 328	
Description		Absolute Frequency	Relative Percent	Adjusted Percent
<b>6. In which type of community is your school located?</b>				
	No response	3	0.9	
	Urban	83	25.3	25.5
	Suburban	142	43.3	43.7
	Rural	100	30.5	30.8
<b>7. Which of the following options best describes your ethnic or racial background? (Check all that apply.)</b>				
	No response	14	4.3	
	African American/Black	12	3.7	
	Asian Indian American/Asian Indian	6	1.8	
	Cambodian American/Cambodian	1	0.3	
	Chinese American/Chinese	3	0.9	
	Filipino American/Filipino	6	1.8	
	Guamanian	1	0.3	
	Hawaiian	2	0.6	
	Japanese American/Japanese	5	1.5	
	Korean American/Korean	1	0.3	
	Laotian American/Laotian	1	0.3	
	Latino/Latin American/Puerto Rican/Other Hispanic	29	8.8	
	Mexican American/Chicano	37	11.3	
	Native American/American Indian/Alaskan Native	6	1.8	
	Other Pacific Island American/ Other Pacific Islander	2	0.6	
	Other Southeast Asian American/Southeast Asian (e.g., Hmong, Khmer)	2	0.6	
	Samoan	1	0.3	
	Vietnamese American/Vietnamese	3	0.9	
	White (non-Hispanic)	212	64.6	
	Other	20	6.1	
<b>8. What is your gender?</b>				
	No response	13	4.0	
	Female	231	70.4	73.3
	Male	70	21.3	22.2
	Decline to state	14	4.3	4.4

*Note.* Respondents could choose more than one ethnic/racial background, so the absolute frequency values can sum to more than the total sample size. Adjusted percent values have no meaning for these variables and so were not computed.

**Table 4. Demographic Information for Administrator Survey Sample**

Administrator				
CAPE Validation Survey		Number of Respondents: 892		
Description	Absolute Frequency	Relative Percent	Adjusted Percent	
<b>1. What administrative role are you currently in?</b>				
No response	7	0.8		
School-level administrator	677	75.9	76.5	
District-level administrator	177	19.8	20.0	
County office administrator	31	3.5	3.5	
<b>2. Within the past 3 years, have you served as an administrator in a California TK-12 public school, school district, or county office of education?</b>				
No response	0	0.0		
Yes	865	97.0	97.0	
No	27	3.0	3.0	
<b>3. Do you hold an Administrative Services Credential from the California Commission on Teacher Credentialing?</b>				
No response	0	0.0		
Yes	867	97.2	97.2	
No	25	2.8	2.8	
<b>4. Approximately what percentage of your school/district's students are identified as English learners?</b>				
No response	6	0.7		
None	11	1.2	1.2	
1% - 25%	311	34.9	35.1	
26% - 50%	294	33.0	33.2	
51% - 75%	185	20.7	20.9	
76% - 100%	85	9.5	9.6	
<b>5. Approximately what percentage of your school/district's students are eligible for Free or Reduced Price Meals (FRPM)?</b>				
No response	7	0.8		
None	3	0.3	0.3	
1% - 25%	122	13.7	13.8	
26% - 50%	177	19.8	20.0	
51% - 75%	219	24.6	24.7	
76% - 100%	364	40.8	41.1	
<b>6. What is the geographical location of your school/district?</b>				
No response	4	0.4		
Bay	115	12.9	13.0	
Capital	71	8.0	8.0	
Central Valley	98	11.0	11.0	
Costa Del Sur	48	5.4	5.4	
Delta Sierra	34	3.8	3.8	
Los Angeles	150	16.8	16.9	

**Table 4. Demographic Information for Administrator Survey Sample (continued)**

Administrator		Number of Respondents: 892		
CAPE Validation Survey		Absolute Frequency	Relative Percent	Adjusted Percent
Description		Absolute Frequency	Relative Percent	Adjusted Percent
	North Coast	46	5.2	5.2
	Northeastern	33	3.7	3.7
	RIMS	158	17.7	17.8
	South Bay	37	4.1	4.2
	Southern	98	11.0	11.0
<b>7. In which type of community is your school/district located?</b>				
	No response	13	1.5	
	Urban	249	27.9	28.3
	Suburban	379	42.5	43.1
	Rural	251	28.1	28.6
<b>8. Which of the following options best describes your ethnic or racial background? (Check all that apply.)</b>				
	No response	34	3.8	
	African American/Black	64	7.2	
	Asian Indian American/Asian Indian	8	0.9	
	Cambodian American/Cambodian	0	0.0	
	Chinese American/Chinese	12	1.3	
	Filipino American/Filipino	13	1.5	
	Guamanian	2	0.2	
	Hawaiian	4	0.4	
	Japanese American/Japanese	9	1.0	
	Korean American/Korean	4	0.4	
	Laotian American/Laotian	2	0.2	
	Latino/Latin American/Puerto Rican/Other Hispanic	83	9.3	
	Mexican American/Chicano	135	15.1	
	Native American/American Indian/Alaskan Native	22	2.5	
	Other Pacific Island American/ Other Pacific Islander	5	0.6	
	Other Southeast Asian American/Southeast Asian (e.g., Hmong, Khmer)	2	0.2	
	Samoan	3	0.3	
	Vietnamese American/Vietnamese	4	0.4	
	White (non-Hispanic)	581	65.1	
	Other	21	2.4	
<b>9. What is your gender?</b>				
	No response	30	3.4	
	Female	531	59.5	61.6
	Male	312	35.0	36.2
	Decline to state	19	2.1	2.2

**Table 5. Demographic Information for Administrator Preparation Faculty Survey Sample**

Administrator Preparation Faculty				
CAPE Validation Survey		Number of Respondents: 105		
Description		Absolute Frequency	Relative Percent	Adjusted Percent
<b>1. Counting this year, how many years have you served as a preparer of administrators?</b>				
	No response	16	15.2	
	Less than 2 years	12	11.4	13.5
	2-5 years	23	21.9	25.8
	6-9 years	24	22.9	27.0
	10 or more years	30	28.6	33.7
<b>2. Counting this school year, how many years, if any, have you served as a TK-12 teacher or administrator in California schools?</b>				
	No response	17	16.2	
	None	10	9.5	11.4
	Less than 2 years	0	0.0	0.0
	2-5 years	1	1.0	1.1
	6-9 years	6	5.7	6.8
	10 or more years	71	67.6	80.7
<b>3. In which type of community is your school located?</b>				
	No response	17	16.2	
	Urban	48	45.7	54.5
	Suburban	35	33.3	39.8
	Rural	5	4.8	5.7
<b>4. What is the geographical location of your school/district?</b>				
	No response	19	18.1	
	Bay	15	14.3	17.4
	Capital	2	1.9	2.3
	Central Valley	7	6.7	8.1
	Costa Del Sur	13	12.4	15.1
	Delta Sierra	4	3.8	4.7
	Los Angeles	11	10.5	12.8
	North Coast	5	4.8	5.8
	Northeastern	3	2.9	3.5
	RIMS	9	8.6	10.5
	South Bay	1	1.0	1.2
	Southern	16	15.2	18.6
<b>5. Which of the following best describes your California Commission-approved administrator preparation program? (Check all that apply.)</b>				
	No response	18		
	California State University traditional program	33	31.4	45.8
	Private College/University traditional program	34	32.4	47.2
	University of California traditional program	4	3.8	5.6

**Table 5. Demographic Information for Administrator Prep Faculty Survey Sample (continued)**

Administrator Preparation Faculty				
CAPE Validation Survey		Number of Respondents: 105		
Description		Absolute Frequency	Relative Percent	Adjusted Percent
	LEA based traditional program	16	15.2	22.2
	California State University intern program	7	6.7	9.7
	Private College/University intern program	9	8.6	12.5
	University of California intern program	1	1.0	1.4
<b>6. Which level of Administrative Services preparation program do you work with?</b>				
	No response	17	16.2	
	Preliminary Program	38	36.2	43.2
	Induction Program	11	10.5	12.5
	Both Preliminary and Induction Programs	39	37.1	44.3
<b>7. Which of the following options best describes your ethnic or racial background? (Check all that apply.)</b>				
	No response	22	21.0	
	African American/Black	2	1.9	
	Asian Indian American/Asian Indian	0	0.0	
	Cambodian American/Cambodian	0	0.0	
	Chinese American/Chinese	1	1.0	
	Filipino American/Filipino	1	1.0	
	Guamanian	0	0.0	
	Hawaiian	0	0.0	
	Japanese American/Japanese	2	1.9	
	Korean American/Korean	0	0.0	
	Laotian American/Laotian	0	0.0	
	Latino/Latin American/Puerto Rican/Other Hispanic	5	4.8	
	Mexican American/Chicano	10	9.5	
	Native American/American Indian/Alaskan Native	2	1.9	
	Other Pacific Island American/ Other Pacific Islander	1	1.0	
	Other Southeast Asian American/Southeast Asian (e.g., Hmong, Khmer)	0	0.0	
	Samoan	0	0.0	
	Vietnamese American/Vietnamese	1	1.0	
	White (non-Hispanic)	59	56.2	
	Other	0	0.0	
<b>8. What is your gender?</b>				
	No response	18	17.1	
	Female	56	53.3	64.4
	Male	27	25.7	31.0
	Decline to state	4	3.8	4.6

### Chapter 3. CAPE Importance

The survey question examined in this chapter is: *How important are the knowledge, skills, and abilities described by this narrative for competently performing the job of a beginning administrator during the first few months of an administration job in California?*

- ( ) No importance
- ( ) Little importance
- ( ) Moderate importance
- ( ) Great importance
- ( ) Very great importance

Tables 6-8 show descriptive statistics for the **importance** of each of 17 CAPE narratives.

#### CAPE Importance Highlights

All 17 CAPE narratives received an importance rating of 3.77 or higher in the full sample and in all subgroup comparisons.

In the full sample, the lowest average importance rating for any CAPE narrative is 3.84 (CAPE 16: Understanding and Communicating Policy). The highest average importance rating for any CAPE narrative in the full sample is 4.48 (CAPE 15: Ethical Action).

There is virtually no evidence of subgroup differences in the importance of the CAPE for beginning administrators.

In this analysis and all subsequent analyses, it is important to note that the sample size for individual CAPE is typically much smaller than the total available sample due to missing data. (Non-responses were excluded when calculating descriptive statistics.) Columns labeled “N” show the number of responses on which the descriptive statistics for each CAPE are based and columns labeled “NR” show the percentage of non-responses for each CAPE. Generally, about 55% of the sample responded to each CAPE narrative. The amount of missing data is similar across CAPE narratives because the CPSEs were presented in random order.

The CAPE with the highest average importance rating in the full sample and in the Teacher, Administrator and Administrator Preparation Educator samples is CAPE 15: Ethical Action. The CAPE narrative with the lowest average importance rating in the same samples, except Teachers is CAPE 16: Understanding and Communicating Policy. Teachers rated CAPE 3: Implementing the Vision lowest across all CAPE with an average rating of 3.97, very close to 4.0 Great Importance.

The CAPE with the highest average importance rating aggregated across narratives is CAPE 15: Ethical Action in the full sample and each primary position sample.

### Descriptive Statistics—Importance

**Table 6. Descriptive Statistics for CAPE Importance—Full Survey Sample**

Full Sample																	
CAPE Validation Survey																	
Number of CAPE: 17							Number of Respondents: 1325										
CPSEL	CAPE	N	Importance Ratings			Response Distribution (in %)											
						NR	Relative					Adjusted					
			Mean	S.D.	S.E.		1	2	3	4	5	1	2	3	4	5	
1	1	782	4.25	0.76	0.03	41.0	0.2	1.0	7.7	25.1	25.1		0.3	1.7	13.0	42.5	42.6
	2	782	4.04	0.78	0.03	41.0	0.2	1.0	13.2	26.9	17.7		0.3	1.7	22.4	45.7	30.1
	3	782	4.12	0.74	0.03	41.0	0.1	0.7	10.6	28.5	19.2		0.1	1.2	17.9	48.3	32.5
2	4	801	4.09	0.76	0.03	39.5	0.0	1.7	10.1	29.7	19.0		0.0	2.7	16.7	49.1	31.5
	5	801	4.31	0.70	0.02	39.5	0.0	0.7	6.4	26.8	26.6		0.0	1.1	10.6	44.3	43.9
	6	799	4.18	0.78	0.03	39.7	0.2	1.2	9.4	26.2	23.3		0.3	2.0	15.6	43.4	38.7
3	7	799	4.29	0.72	0.03	39.7	0.1	0.8	6.9	26.6	26.0		0.1	1.3	11.4	44.1	43.2
	8	806	4.13	0.75	0.03	39.2	0.1	0.8	10.5	29.0	20.5		0.1	1.4	17.2	47.6	33.6
	9	805	4.16	0.73	0.03	39.2	0.0	1.0	9.3	29.4	21.1		0.0	1.6	15.3	48.3	34.8
4	10	803	3.91	0.86	0.03	39.4	0.2	2.8	15.5	25.6	16.5		0.4	4.6	25.5	42.2	27.3
	11	812	4.20	0.74	0.03	38.7	0.2	0.6	9.0	28.6	22.9		0.2	1.0	14.7	46.7	37.4
	12	809	3.93	0.80	0.03	38.9	0.1	1.7	15.8	28.0	15.5		0.1	2.8	25.8	45.9	25.3
5	13	810	4.30	0.72	0.03	38.9	0.2	0.6	6.9	26.5	27.0		0.2	1.0	11.2	43.3	44.2
	14	809	4.25	0.74	0.03	38.9	0.1	0.7	8.4	26.8	25.1		0.1	1.1	13.7	43.9	41.2
	15	812	4.48	0.63	0.02	38.7	0.2	0.2	3.0	24.8	33.2		0.2	0.2	4.9	40.4	54.2
6	16	808	3.84	0.82	0.03	39.0	0.2	2.3	18.3	26.5	13.7		0.2	3.7	30.1	43.4	22.5
	17	808	4.13	0.77	.027	39.0	0.2	1.1	10.4	28.6	20.8		0.2	1.7	17.1	46.9	34.0

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=No importance, 2=Little importance, 3=Moderate importance, 4=Great importance, 5=Very great importance.

**Table 7. Descriptive Statistics for CAPE Importance—Teacher Survey Sample**

Teacher Sample																	
CAPE Validation Survey																	
Number of Administrator Performance Expectations (CAPE): 17							Number of Respondents: 328										
CPSEL	CAPE	N	Importance Ratings			Response Distribution (in %)											
						NR	Relative					Adjusted					
			Mean	S.D.	S.E.		1	2	3	4	5	1	2	3	4	5	
1	1	188	4.18	0.78	0.06	42.7	0.3	0.9	8.8	25.6	21.6		0.5	1.6	15.4	44.7	37.8
	2	187	4.03	0.78	0.06	43.0	0.3	0.9	11.9	27.7	16.2		0.5	1.6	20.9	48.7	28.3
	3	186	3.97	0.76	0.06	43.3	0.3	1.2	11.9	29.9	13.4		0.5	2.2	21.0	52.7	23.7
2	4	190	4.00	0.79	0.06	42.1	0.0	1.8	12.5	27.4	16.2		0.0	3.2	21.6	47.4	27.9
	5	190	4.08	0.77	0.06	42.1	0.0	0.9	12.2	26.2	18.6		0.0	1.6	21.1	45.3	32.1
	6	189	4.05	0.77	0.06	42.4	0.0	1.5	11.0	28.0	17.1		0.0	2.6	19.0	48.7	29.6
	7	187	4.06	0.78	0.06	43.0	0.3	1.2	10.4	28.0	17.1		0.5	2.1	18.2	49.2	29.9
3	8	188	4.16	0.76	0.06	42.7	0.0	0.9	10.1	25.3	21.0		0.0	1.6	17.6	44.1	36.7
	9	188	4.15	0.71	0.05	42.7	0.0	0.3	9.8	28.0	19.2		0.0	0.5	17.0	48.9	33.5
	10	187	4.11	0.78	0.06	43.0	0.3	0.9	9.8	27.4	18.6		0.5	1.6	17.1	48.1	32.6
4	11	199	4.16	0.77	0.05	39.3	0.3	0.6	10.4	27.1	22.3		0.5	1.0	17.1	44.7	36.7
	12	201	4.00	0.77	0.05	38.7	0.0	0.6	16.5	26.8	17.4		0.0	1.0	26.9	43.8	28.4
5	13	189	4.25	0.73	0.05	42.4	0.0	0.6	8.2	25.0	23.8		0.0	1.1	14.3	43.4	41.3
	14	190	4.07	0.76	0.05	42.1	0.0	0.9	11.9	27.4	17.7		0.0	1.6	20.5	47.4	30.5
	15	190	4.31	0.71	0.05	42.1	0.3	0.3	5.5	26.8	25.0		0.5	0.5	9.5	46.3	43.2
6	16	188	3.98	0.76	0.06	42.7	0.0	0.6	15.2	26.2	15.2		0.0	1.1	26.6	45.7	26.6
	17	188	4.05	0.77	0.06	42.7	0.3	0.6	11.9	27.4	17.1		0.5	1.1	20.7	47.9	29.8

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=No importance, 2=Little importance, 3=Moderate importance, 4=Great importance, 5=Very great importance.

**Table 8. Descriptive Statistics for CAPE Importance—Administrator Survey Sample**

Administrator																	
CAPE Validation Survey																	
Number of Administrator Performance Expectations (CAPE): 17							Number of Respondents: 892										
CPSEL	CAPE	N	Importance Ratings			Response Distribution (in %)											
						NR	Relative					Adjusted					
			Mean	S.D.	S.E.		1	2	3	4	5	1	2	3	4	5	
1	1	532	4.25	0.75	0.03	40.4	0.1	0.9	7.8	25.8	25.0		0.2	1.5	13.2	43.2	41.9
	2	533	4.02	0.79	0.03	40.2	0.1	1.0	14.3	26.3	17.9		0.2	1.7	24.0	44.1	30.0
	3	533	4.16	0.72	0.03	40.2	0.0	0.4	9.9	29.0	20.4		0.0	0.8	16.5	48.6	34.1
2	4	547	4.11	0.76	0.03	38.7	0.0	1.6	9.8	30.2	19.8		0.0	2.6	15.9	49.2	32.4
	5	547	4.36	0.67	0.03	38.7	0.0	0.7	4.7	27.7	28.3		0.0	1.1	7.7	45.2	46.1
	6	546	4.20	0.78	0.03	38.8	0.2	1.1	9.0	26.7	24.2		0.4	1.8	14.7	43.6	39.6
	7	548	4.34	0.70	0.03	38.6	0.0	0.7	6.1	26.2	28.5		0.0	1.1	9.9	42.7	46.4
3	8	554	4.12	0.75	0.03	37.9	0.1	0.8	10.9	29.9	20.4		0.2	1.3	17.5	48.2	32.9
	9	553	4.16	0.74	0.03	38.0	0.0	1.1	9.2	30.0	21.6		0.0	1.8	14.8	48.5	34.9
	10	552	3.86	0.88	0.04	38.1	0.2	3.4	17.2	25.2	15.9		0.4	5.4	27.7	40.8	25.7
4	11	549	4.22	0.73	0.03	38.5	0.1	0.6	8.5	28.7	23.7		0.2	0.9	13.8	46.6	38.4
	12	545	3.92	0.80	0.03	38.9	0.1	2.1	15.4	28.7	14.8		0.2	3.5	25.1	47.0	24.2
5	13	559	4.31	0.71	0.03	37.3	0.2	0.6	6.2	28.0	27.7		0.4	0.9	9.8	44.7	44.2
	14	557	4.28	0.73	0.03	37.6	0.1	0.7	7.4	27.7	26.6		0.2	1.1	11.8	44.3	42.5
	15	559	4.52	0.59	0.03	37.3	0.1	0.1	2.2	24.6	35.7		0.2	0.2	3.6	39.2	56.9
6	16	558	3.80	0.83	0.03	37.4	0.2	2.8	18.8	27.8	12.9		0.4	4.5	30.1	44.4	20.6
	17	558	4.15	0.77	0.03	37.4	0.1	1.3	9.9	29.0	22.2		0.2	2.2	15.8	46.4	35.5

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=No importance, 2=Little importance, 3=Moderate importance, 4=Great importance, 5=Very great importance.

**Table 9. Descriptive Statistics for CAPE Importance—Administrator Preparation Faculty Survey Sample**

Administrator Preparation Faculty																	
CAPE Validation Survey																	
Number of Administrator Performance Expectations (CAPE): 17							Number of Respondents: 105										
CPSEL	CAPE	N	Importance Ratings			Response Distribution (in %)											
			Mean	S.D.	S.E.	NR	Relative					Adjusted					
							1	2	3	4	5	1	2	3	4	5	
1	1	62	4.52	0.74	0.09	41.0	0.0	1.9	2.9	17.1	37.1	0.0	3.2	4.8	29.0	62.9	
	2	62	4.19	0.72	0.09	41.0	0.0	1.0	7.6	29.5	21.0	0.0	1.6	12.9	50.0	35.5	
	3	63	4.21	0.83	0.10	40.0	0.0	1.0	12.4	20.0	26.7	0.0	1.6	20.6	33.3	44.4	
2	4	64	4.19	0.73	0.09	39.0	0.0	1.9	5.7	32.4	21.0	0.0	3.1	9.4	53.1	34.4	
	5	64	4.56	0.59	0.07	39.0	0.0	0.0	2.9	21.0	37.1	0.0	0.0	4.7	34.4	60.9	
	6	64	4.41	0.79	0.10	39.0	0.0	1.0	8.6	16.2	35.2	0.0	1.6	14.1	26.6	57.8	
	7	64	4.50	0.59	0.07	39.0	0.0	0.0	2.9	24.8	33.3	0.0	0.0	4.7	40.6	54.7	
3	8	64	4.14	0.71	0.09	39.0	0.0	1.0	8.6	32.4	19.0	0.0	1.6	14.1	53.1	31.3	
	9	64	4.17	0.79	0.10	39.0	0.0	1.9	8.6	27.6	22.9	0.0	3.1	14.1	45.3	37.5	
	10	64	3.81	0.89	0.11	39.0	0.0	3.8	19.0	22.9	15.2	0.0	6.3	31.3	37.5	25.0	
4	11	64	4.14	0.71	0.09	39.0	0.0	1.0	8.6	32.4	19.0	0.0	1.6	14.1	53.1	31.3	
	12	63	3.90	0.82	0.10	40.0	0.0	1.9	17.1	25.7	15.2	0.0	3.2	28.6	42.9	25.4	
5	13	62	4.35	0.79	0.10	41.0	0.0	1.0	8.6	18.1	31.4	0.0	1.6	14.5	30.6	53.2	
	14	62	4.52	0.67	0.09	41.0	0.0	0.0	5.7	17.1	36.2	0.0	0.0	9.7	29.0	61.3	
	15	63	4.60	0.55	0.07	40.0	0.0	0.0	1.9	20.0	38.1	0.0	0.0	3.2	33.3	63.5	
6	16	62	3.77	0.91	0.12	41.0	0.0	2.9	23.8	16.2	16.2	0.0	4.8	40.3	27.4	27.4	
	17	62	4.16	0.71	0.09	41.0	0.0	0.0	10.5	28.6	20.0	0.0	0.0	17.7	48.4	33.9	

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=No importance, 2=Little importance, 3=Moderate importance, 4=Great importance, 5=Very great importance.

## Chapter 4. CAPE Clarity

The survey question examined in this chapter is: *Do you agree that the knowledge, skills, and abilities in this CAPE are written clearly?*

- Strongly disagree*
- Disagree*
- Undecided*
- Agree*
- Strongly agree*

Tables 10-13 show descriptive statistics for the **clarity** of each of the 17 CAPE.

### CAPE Clarity Highlights

All 17 CAPE received an average clarity rating of 3.9 or higher in the full sample. The same pattern occurred in all subgroup comparisons.

No CAPE narrative stands out as being unclear.

In the full sample, the lowest average clarity rating for any CAPE is 3.99 (CAPE 16: Understanding and Communicating Policy).

There is only .23 points difference between the highest and lowest rated CAPEs as reflected in the aggregate clarity judgments across each CAPE. (Average aggregated rating ranges from 3.99–4.22.)

The CAPE with the highest average clarity rating in the full sample and in the Teacher and Administrator samples is CAPE 15: Ethical Action. The CAPE with the lowest average clarity rating in the same samples is CAPE 16: Understanding and Communicating Policy.

*Descriptive Statistics—Clarity*

**Table 10. Descriptive Statistics for CAPE Clarity—Full Survey Sample**

Full Sample																		
CAPE Validation Survey																		
Number of California Administrator Performance Expectations (CAPE): 17							Number of Respondents: 1325											
CPSEL	CAPE	N	Clarity Ratings			Response Distribution (in %)												
						NR	Relative					Adjusted						
			Mean	S.D.	S.E.		1	2	3	4	5	1	2	3	4	5		
1	1	784	4.07	0.70	0.02	40.8	0.8	1.1	4.6	39.6	13.1	1.3	1.9	7.8	67.0	22.1		
	2	779	4.06	0.67	0.02	41.2	0.6	0.9	5.1	39.8	12.3	1.0	1.5	8.7	67.8	20.9		
	3	778	4.09	0.62	0.02	41.3	0.2	0.8	5.0	40.1	12.7	0.4	1.3	8.5	68.3	21.6		
2	4	798	4.10	0.63	0.02	39.8	0.5	0.6	4.7	41.5	13.0	0.8	1.0	7.8	68.9	21.6		
	5	799	4.15	0.67	0.02	39.7	0.8	0.5	3.7	39.2	16.1	1.3	0.9	6.1	65.1	26.7		
	6	799	4.10	0.66	0.02	39.7	0.5	0.9	4.7	40.2	14.0	0.9	1.5	7.8	66.6	23.3		
3	7	798	4.14	0.65	0.02	39.8	0.5	0.8	3.5	40.0	15.3	0.9	1.4	5.9	66.4	25.4		
	8	801	4.03	0.63	0.02	39.5	0.6	1.0	4.8	43.9	10.2	1.0	1.6	7.9	72.7	16.9		
	9	802	4.04	0.71	0.03	39.5	0.8	1.6	4.8	40.8	12.6	1.2	2.6	8.0	67.3	20.8		
4	10	801	4.08	0.58	0.02	39.5	0.3	0.5	4.5	43.8	11.3	0.5	0.7	7.5	72.5	18.7		
	11	809	4.13	0.65	0.02	38.9	0.5	1.0	3.8	41.0	14.9	0.7	1.6	6.2	67.1	24.4		
	12	811	4.06	0.61	0.02	38.8	0.3	0.8	5.4	43.2	11.5	0.5	1.2	8.9	70.7	18.7		
5	13	811	4.11	0.64	0.02	38.8	0.4	0.9	4.4	41.4	14.1	0.6	1.5	7.2	67.7	23.1		
	14	813	4.08	0.69	0.02	38.6	0.6	1.1	5.2	40.1	14.3	1.0	1.8	8.5	65.3	23.4		
	15	812	4.22	0.63	0.02	38.7	0.4	0.6	2.8	39.1	18.4	0.6	1.0	4.6	63.8	30.0		
6	16	808	3.99	0.63	0.02	39.0	0.6	0.8	6.5	43.8	9.3	1.0	1.4	10.6	71.8	15.2		
	17	811	4.13	0.61	0.02	38.8	0.3	0.5	4.4	41.8	14.2	0.5	0.9	7.2	68.3	23.2		

*Note.* S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=No importance/Not performed, 2=Little importance, 3=Moderate importance, 4=Great importance, 5=Very great importance.

**Table 11. Descriptive Statistics for CAPE Clarity—Teacher Survey Sample**

Teacher																	
CAPE Validation Survey																	
Number of California Administrator Performance Expectations (CAPE): 17							Number of Respondents: 328										
CPSEL	CAPE	N	Clarity Ratings			Response Distribution (in %)											
						NR	Relative					Adjusted					
			Mean	S.D.	S.E.		1	2	3	4	5	1	2	3	4	5	
1	1	189	3.97	0.69	0.05	42.4	0.9	0.9	6.4	40.2	9.1	1.6	1.6	11.1	69.8	15.9	
	2	187	3.97	0.72	0.05	43.0	1.2	0.3	7.3	38.1	10.1	2.1	0.5	12.8	66.8	17.6	
	3	187	3.98	0.65	0.05	43.0	0.6	0.6	7.0	39.6	9.1	1.1	1.1	12.3	69.5	16.0	
2	4	189	3.99	0.68	0.05	42.4	0.6	0.9	7.0	38.7	10.4	1.1	1.6	12.2	67.2	18.0	
	5	190	4.02	0.67	0.05	42.1	0.6	0.6	7.0	38.4	11.3	1.1	1.1	12.1	66.3	19.5	
	6	189	3.99	0.65	0.05	42.4	0.3	0.9	7.6	38.7	10.1	0.5	1.6	13.2	67.2	17.5	
3	7	186	4.02	0.63	0.05	43.3	0.0	1.5	6.1	39.0	10.1	0.0	2.7	10.8	68.8	17.7	
	8	188	3.96	0.62	0.04	42.7	0.6	0.3	7.3	41.5	7.6	1.1	0.5	12.8	72.3	13.3	
	9	188	3.93	0.75	0.05	42.7	0.9	2.1	6.1	39.0	9.1	1.6	3.7	10.6	68.1	16.0	
4	10	188	4.03	0.60	0.04	42.7	0.3	0.3	6.7	40.2	9.8	0.5	0.5	11.7	70.2	17.0	
	11	199	4.03	0.69	0.05	39.3	0.6	0.9	7.0	39.6	12.5	1.0	1.5	11.6	65.3	20.6	
	12	201	4.01	0.60	0.04	38.7	0.0	1.2	7.0	43.0	10.1	0.0	2.0	11.4	70.1	16.4	
5	13	189	3.98	0.64	0.05	42.4	0.6	0.3	7.9	39.6	9.1	1.1	0.5	13.8	68.8	15.9	
	14	191	3.97	0.66	0.05	41.8	0.3	1.5	7.3	39.6	9.5	0.5	2.6	12.6	68.1	16.2	
	15	190	4.12	0.55	0.04	42.1	0.0	0.6	4.0	41.5	11.9	0.0	1.1	6.8	71.6	20.5	
6	16	188	3.92	0.69	0.05	42.7	0.9	0.9	7.9	39.6	7.9	1.6	1.6	13.8	69.1	13.8	
	17	189	4.02	0.66	0.05	42.4	0.6	0.9	5.5	40.2	10.4	1.1	1.6	9.5	69.8	18.0	

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=No importance/Not performed, 2=Little importance, 3=Moderate importance, 4=Great importance, 5=Very great importance.

**Table 12. Descriptive Statistics for CAPE Clarity—Administrator Survey Sample**

Administrator CAPE Validation Survey																		
Number of California Administrator Performance Expectations (CAPE): 17							Number of Respondents: 892											
CPSEL	CAPE	N	Clarity Ratings			Response Distribution (in %)												
			Mean	S.D.	S.E.	NR	Relative					Adjusted						
							1	2	3	4	5	1	2	3	4	5		
1	1	532	4.10	0.67	0.03	40.4	0.7	0.9	4.0	40.2	13.8		1.1	1.5	6.8	67.5	23.1	
	2	529	4.09	0.62	0.03	40.7	0.3	0.8	4.5	41.0	12.7		0.6	1.3	7.6	69.2	21.4	
	3	529	4.13	0.57	0.02	40.7	0.0	0.6	4.6	40.7	13.5		0.0	0.9	7.8	68.6	22.7	
2	4	545	4.13	0.59	0.03	38.9	0.3	0.4	3.8	42.7	13.8		0.6	0.7	6.2	69.9	22.6	
	5	545	4.18	0.66	0.03	38.9	0.8	0.4	2.8	40.0	17.0		1.3	0.7	4.6	65.5	27.9	
	6	546	4.13	0.65	0.03	38.8	0.6	0.8	3.9	41.0	14.9		0.9	1.3	6.4	67.0	24.4	
	7	548	4.20	0.61	0.03	38.6	0.4	0.4	2.5	41.0	17.0		0.7	0.7	4.0	66.8	27.7	
3	8	550	4.05	0.63	0.03	38.3	0.6	1.2	3.6	45.3	11.0		0.9	2.0	5.8	73.5	17.8	
	9	551	4.09	0.66	0.03	38.2	0.6	1.1	4.5	41.9	13.7		0.9	1.8	7.3	67.9	22.1	
	10	549	4.11	0.54	0.02	38.5	0.2	0.3	3.7	45.5	11.8		0.4	0.5	6.0	74.0	19.1	
4	11	547	4.17	0.61	0.03	38.7	0.3	0.8	2.7	41.6	15.9		0.5	1.3	4.4	67.8	26.0	
	12	547	4.08	0.60	0.03	38.7	0.3	0.6	5.0	43.3	12.1		0.5	0.9	8.2	70.6	19.7	
5	13	559	4.16	0.62	0.03	37.3	0.3	0.9	3.1	42.5	15.8		0.5	1.4	5.0	67.8	25.2	
	14	559	4.11	0.67	0.03	37.3	0.6	0.9	4.7	41.1	15.4		0.9	1.4	7.5	65.7	24.5	
	15	559	4.25	0.62	0.03	37.3	0.4	0.3	2.6	38.9	20.4		0.7	0.5	4.1	62.1	32.6	
6	16	558	4.00	0.61	0.03	37.4	0.4	0.8	6.5	45.4	9.4		0.7	1.3	10.4	72.6	15.1	
	17	560	4.16	0.56	0.02	37.2	0.1	0.3	4.0	43.2	15.1		0.2	0.5	6.4	68.8	24.1	

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=No importance/Not performed, 2=Little importance, 3=Moderate importance, 4=Great importance, 5=Very great importance.

**Table 13. Descriptive Statistics for CAPE Clarity—Administrator Preparation Faculty Survey Sample**

Administrator Preparation Faculty																	
CAPE Validation Survey																	
Number of California Administrator Performance Expectations (CAPE): 17							Number of Respondents: 105										
CPSEL	CAPE	N	Clarity Ratings			Response Distribution (in %)											
						NR	Relative					Adjusted					
			Mean	S.D.	S.E.		1	2	3	4	5	1	2	3	4	5	
1	1	63	4.08	0.89	0.11	40.0	1.0	3.8	3.8	32.4	19.0	1.6	6.3	6.3	54.0	31.7	
	2	63	4.03	0.86	0.11	40.0	1.0	3.8	3.8	35.2	16.2	1.6	6.3	6.3	58.7	27.0	
	3	62	4.11	0.81	0.10	41.0	1.0	2.9	1.9	36.2	17.1	1.6	4.8	3.2	61.3	29.0	
2	4	64	4.08	0.72	0.09	39.0	1.0	1.0	4.8	40.0	14.3	1.6	1.6	7.8	65.6	23.4	
	5	64	4.28	0.72	0.09	39.0	1.0	1.0	1.0	35.2	22.9	1.6	1.6	1.6	57.8	37.5	
	6	64	4.17	0.77	0.10	39.0	1.0	1.9	1.9	37.1	19.0	1.6	3.1	3.1	60.9	31.3	
	7	64	4.00	0.96	0.12	39.0	2.9	1.9	4.8	34.3	17.1	4.7	3.1	7.8	56.3	28.1	
3	8	63	4.00	0.72	0.09	40.0	1.0	1.0	6.7	40.0	11.4	1.6	1.6	11.1	66.7	19.0	
	9	63	3.95	0.92	0.12	40.0	1.9	3.8	3.8	36.2	14.3	3.2	6.3	6.3	60.3	23.8	
	10	64	4.02	0.75	0.09	39.0	1.0	1.9	4.8	41.0	12.4	1.6	3.1	7.8	67.2	20.3	
4	11	63	4.03	0.78	0.10	40.0	1.0	2.9	2.9	40.0	13.3	1.6	4.8	4.8	66.7	22.2	
	12	63	4.03	0.67	0.08	40.0	1.0	1.0	3.8	43.8	10.5	1.6	1.6	6.3	73.0	17.5	
5	13	63	4.10	0.71	0.09	40.0	0.0	2.9	3.8	38.1	15.2	0.0	4.8	6.3	63.5	25.4	
	14	63	4.14	0.90	0.11	40.0	1.9	1.9	2.9	32.4	21.0	3.2	3.2	4.8	54.0	34.9	
	15	63	4.21	0.83	0.10	40.0	1.0	2.9	1.0	33.3	21.9	1.6	4.8	1.6	55.6	36.5	
6	16	62	4.10	0.67	0.09	41.0	1.0	1.0	1.9	42.9	12.4	1.6	1.6	3.2	72.6	21.0	
	17	62	4.16	0.75	0.10	41.0	1.0	1.0	3.8	35.2	18.1	1.6	1.6	6.5	59.7	30.6	

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

## Chapter 5: CAPE Frequency

The survey question examined in this chapter is: *How frequently are the knowledge, skills, and abilities described by this CAPE used by a beginning administrator during the first few months of an administration job in California?*

- Never
- Rarely
- Sometimes
- Very often
- Continuously

Tables 14-17 show descriptive statistics for the **frequency** of each of the 17 CAPE.

### CAPE Frequency Highlights

In the full sample, 9 CAPE received an average frequency rating of 4.0 or higher, falling between rating scale anchors “Very Often” and “Continuously.” Eight (8) CAPE received an average rating between 3.6 and 4.0 (“Sometimes” and “Very Often”).

The CAPE with the lowest frequency rating is CAPE 16: Understanding and Communicating Policy in the full sample, administrators, and administrator preparation faculty. The CAPE with the highest frequency rating was CAPE 15: Ethical Action.

The CAPE with the lowest frequency rating is CAPE 16: Understanding and Communicating Policy in the full sample, administrators, and administrator preparation faculty. Teachers rated CAPE 6: Supporting Teachers to Improve Practice with the lowest frequency on average. The CAPE with the highest frequency rating was CAPE 15: Ethical Action in the full sample and by teachers, administrators, and administrator preparation faculty.

*Descriptive Statistics—Frequency*

**Table 14. Descriptive Statistics for CAPE Frequency—Full Survey Sample**

Full Sample																	
CAPE Validation Survey																	
Number of California Administrator Performance Expectations (CAPE): 17							Number of Respondents: 1325										
CPSEL	CAPE	N	Frequency Ratings			Response Distribution (in %)											
			Mean	S.D.	S.E.	NR	Relative					Adjusted					
							1	2	3	4	5	1	2	3	4	5	
1	1	779	4.05	0.92	0.03	41.2	0.4	2.8	12.7	20.8	22.2		0.6	4.7	21.6	35.3	37.7
	2	781	3.88	0.92	0.03	41.1	0.2	3.5	16.8	20.9	17.5		0.4	5.9	28.6	35.5	29.7
	3	783	3.92	0.91	0.03	40.9	0.5	2.6	16.6	21.0	18.5		0.8	4.3	28.1	35.5	31.3
2	4	796	3.92	0.88	0.03	39.9	0.2	3.2	15.8	23.5	17.5		0.3	5.3	26.3	39.1	29.1
	5	792	4.23	0.83	0.03	40.2	0.2	1.4	9.6	21.9	26.6		0.4	2.4	16.0	36.6	44.6
	6	795	3.99	0.93	0.03	40.0	0.2	3.8	13.6	21.1	21.2		0.4	6.4	22.6	35.2	35.3
3	7	797	4.11	0.86	0.03	39.8	0.2	2.1	11.8	22.6	23.4		0.3	3.5	19.7	37.6	38.9
	8	798	4.04	0.85	0.03	39.8	0.3	1.7	13.5	24.5	20.2		0.5	2.9	22.4	40.6	33.6
	9	802	3.99	0.89	0.03	39.5	0.2	3.1	13.4	24.1	19.7		0.4	5.1	22.2	39.8	32.5
4	10	804	3.72	0.99	0.03	39.3	0.6	6.3	17.9	20.8	15.1		1.0	10.4	29.5	34.2	24.9
	11	806	4.07	0.86	0.03	39.2	0.2	1.9	13.2	23.5	22.0		0.4	3.1	21.7	38.7	36.1
	12	810	3.74	0.90	0.03	38.9	0.4	3.8	21.1	22.2	13.7		0.6	6.2	34.6	36.3	22.3
5	13	805	4.15	0.91	0.03	39.2	0.4	2.6	11.3	19.9	26.6		0.6	4.2	18.6	32.8	43.7
	14	812	4.08	0.91	0.03	38.7	0.4	2.3	13.8	20.4	24.5		0.6	3.7	22.5	33.3	39.9
	15	811	4.34	0.83	0.03	38.8	0.5	1.1	7.8	19.8	32.0		0.9	1.7	12.7	32.4	52.3
6	16	806	3.61	0.92	0.03	39.2	0.5	5.9	22.3	20.7	11.5		0.7	9.7	36.7	34.0	18.9
	17	808	4.03	0.88	0.03	39.0	0.2	2.6	13.4	23.5	21.3		0.4	4.2	21.9	38.6	34.9

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=Never, 2=Rarely, 3=Sometimes, 4=Very Often, 5=Continuously.

**Table 15. Descriptive Statistics for CAPE Frequency—Teacher Survey Sample**

Public School Teacher																	
CAPE Validation Survey																	
Number of California Administrator Performance Expectations (CAPE): 17							Number of Respondents: 328										
CPSEL	CAPE	N	Frequency Ratings			Response Distribution (in %)											
			Mean	S.D.	S.E.	NR	Relative					Adjusted					
							1	2	3	4	5	1	2	3	4	5	
1	1	184	3.84	0.97	0.07	43.9	0.9	3.4	15.5	20.1	16.2		1.6	6.0	27.7	35.9	28.8
	2	187	3.79	0.99	0.07	43.0	0.9	5.2	14.3	21.3	15.2		1.6	9.1	25.1	37.4	26.7
	3	189	3.73	1.00	0.07	42.4	1.5	4.0	17.7	19.8	14.6		2.6	6.9	30.7	34.4	25.4
2	4	185	3.82	0.90	0.07	43.6	0.3	3.4	16.8	22.0	14.0		0.5	5.9	29.7	38.9	24.9
	5	187	3.90	0.95	0.07	43.0	0.6	3.4	14.6	20.7	17.7		1.1	5.9	25.7	36.4	31.0
	6	185	3.68	0.93	0.07	43.6	0.3	5.5	17.7	21.3	11.6		0.5	9.7	31.4	37.8	20.5
3	7	189	3.78	0.91	0.07	42.4	0.3	4.0	17.7	21.6	14.0		0.5	6.9	30.7	37.6	24.3
	8	184	3.83	0.92	0.07	43.9	0.6	2.7	17.4	20.4	14.9		1.1	4.9	31.0	36.4	26.6
	9	188	3.74	0.91	0.07	42.7	0.6	4.0	17.7	22.6	12.5		1.1	6.9	30.9	39.4	21.8
4	10	187	3.81	0.95	0.07	43.0	0.9	3.7	15.5	22.0	14.9		1.6	6.4	27.3	38.5	26.2
	11	200	3.91	0.94	0.07	39.0	0.6	2.7	18.0	20.1	19.5		1.0	4.5	29.5	33.0	32.0
	12	200	3.70	0.94	0.07	39.0	0.9	3.4	23.2	19.5	14.0		1.5	5.5	38.0	32.0	23.0
5	13	188	3.81	1.00	0.07	42.7	1.2	4.0	15.5	20.1	16.5		2.1	6.9	27.1	35.1	28.7
	14	190	3.82	0.97	0.07	42.1	0.9	3.4	17.7	19.5	16.5		1.6	5.8	30.5	33.7	28.4
	15	189	3.99	1.00	0.07	42.4	1.5	2.4	12.5	19.8	21.3		2.6	4.2	21.7	34.4	37.0
6	16	187	3.72	0.92	0.07	43.0	0.9	3.4	18.9	21.6	12.2		1.6	5.9	33.2	38.0	21.4
	17	188	3.86	0.92	0.07	42.7	0.9	3.0	14.0	24.7	14.6		1.6	5.3	24.5	43.1	25.5

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=Never, 2=Rarely, 3=Sometimes, 4=Very Often, 5=Continuously.

**Table 16. Descriptive Statistics for CAPE Frequency—Administrator Survey Sample**

Administrator																	
CAPE Validation Survey																	
Number of California Administrator Performance Expectations (CAPE): 17							Number of Respondents: 892										
CPSEL	CAPE	N	Frequency Ratings			Response Distribution (in %)											
			Mean	S.D.	S.E.	NR	Relative					Adjusted					
							1	2	3	4	5	1	2	3	4	5	
1	1	533	4.10	0.89	0.04	40.2	0.2	2.6	11.8	21.5	23.7		0.4	4.3	19.7	36.0	39.6
	2	531	3.91	0.89	0.04	40.5	0.0	2.8	18.0	20.4	18.3		0.0	4.7	30.3	34.3	30.7
	3	532	3.98	0.86	0.04	40.4	0.1	2.0	16.0	22.2	19.3		0.2	3.4	26.9	37.2	32.3
2	4	547	3.94	0.89	0.04	38.7	0.1	3.4	15.2	24.1	18.5		0.2	5.5	24.9	39.3	30.2
	5	541	4.31	0.77	0.03	39.3	0.1	0.9	8.0	22.5	29.1		0.2	1.5	13.1	37.2	48.1
	6	546	4.07	0.92	0.04	38.8	0.2	3.4	12.2	21.6	23.8		0.4	5.5	20.0	35.3	38.8
3	7	544	4.21	0.82	0.04	39.0	0.1	1.6	9.9	23.2	26.2		0.2	2.6	16.2	38.1	43.0
	8	550	4.11	0.81	0.03	38.3	0.2	1.5	11.7	26.3	22.0		0.4	2.4	18.9	42.7	35.6
	9	551	4.07	0.86	0.04	38.2	0.1	2.8	11.8	25.1	22.0		0.2	4.5	19.1	40.7	35.6
4	10	553	3.69	1.00	0.04	38.0	0.4	7.4	18.3	20.5	15.4		0.7	11.9	29.5	33.1	24.8
	11	544	4.14	0.81	0.03	39.0	0.1	1.7	10.8	25.6	22.9		0.2	2.8	17.6	41.9	37.5
	12	547	3.76	0.88	0.04	38.7	0.2	3.8	20.2	23.4	13.7		0.4	6.2	32.9	38.2	22.3
5	13	556	4.25	0.85	0.04	37.7	0.1	2.2	9.3	21.0	29.7		0.2	3.6	14.9	33.6	47.7
	14	559	4.14	0.87	0.04	37.3	0.2	1.9	12.9	21.6	26.0		0.4	3.0	20.6	34.5	41.5
	15	559	4.43	0.74	0.03	37.3	0.2	0.7	6.3	20.2	35.3		0.4	1.1	10.0	32.2	56.4
6	16	557	3.59	0.92	0.04	37.6	0.3	6.3	23.4	20.9	11.5		0.5	10.1	37.5	33.4	18.5
	17	558	4.11	0.84	0.04	37.4	0.0	2.1	12.8	23.9	23.8		0.0	3.4	20.4	38.2	38.0

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=Never, 2=Rarely, 3=Sometimes, 4=Very Often, 5=Continuously.

**Table 17. Descriptive Statistics for CAPE Frequency—Administrator Preparation Faculty Survey Sample**

Administrator Preparation Faculty																		
CAPE Validation Survey																		
Number of California Administrator Performance Expectations (CAPE): 17							Number of Respondents: 105											
CPSEL	CAPE	N	Frequency Ratings			Response Distribution (in %)												
			Mean	S.D.	S.E.	NR	Relative					Adjusted						
							1	2	3	4	5	1	2	3	4	5		
1	1	62	4.19	0.92	0.12	41.0	0.0	2.9	11.4	16.2	28.6	0.0	4.8	19.4	27.4	48.4		
	2	63	3.94	0.90	0.11	40.0	0.0	3.8	14.3	23.8	18.1	0.0	6.3	23.8	39.7	30.2		
	3	62	4.00	0.96	0.12	41.0	0.0	2.9	18.1	14.3	23.8	0.0	4.8	30.6	24.2	40.3		
2	4	64	4.02	0.83	0.10	39.0	0.0	1.0	17.1	22.9	20.0	0.0	1.6	28.1	37.5	32.8		
	5	64	4.42	0.71	0.09	39.0	0.0	0.0	7.6	20.0	33.3	0.0	0.0	12.5	32.8	54.7		
	6	64	4.19	0.92	0.12	39.0	0.0	2.9	12.4	16.2	29.5	0.0	4.7	20.3	26.6	48.4		
	7	64	4.27	0.80	0.10	39.0	0.0	1.0	10.5	21.0	28.6	0.0	1.6	17.2	34.4	46.9		
3	8	64	4.05	0.84	0.11	39.0	0.0	1.0	17.1	21.0	21.9	0.0	1.6	28.1	34.4	35.9		
	9	63	4.05	0.91	0.11	40.0	0.0	2.9	14.3	20.0	22.9	0.0	4.8	23.8	33.3	38.1		
	10	64	3.63	0.98	0.12	39.0	1.0	5.7	21.9	19.0	13.3	1.6	9.4	35.9	31.3	21.9		
4	11	62	4.02	0.88	0.11	41.0	0.0	1.0	19.0	17.1	21.9	0.0	1.6	32.3	29.0	37.1		
	12	63	3.67	0.90	0.11	40.0	0.0	4.8	22.9	20.0	12.4	0.0	7.9	38.1	33.3	20.6		
5	13	61	4.25	0.91	0.12	41.9	0.0	1.0	15.2	10.5	31.4	0.0	1.6	26.2	18.0	54.1		
	14	63	4.38	0.87	0.11	40.0	0.0	1.9	9.5	12.4	36.2	0.0	3.2	15.9	20.6	60.3		
	15	63	4.52	0.67	0.08	40.0	0.0	0.0	5.7	17.1	37.1	0.0	0.0	9.5	28.6	61.9		
6	16	62	3.39	0.95	0.12	41.0	0.0	10.5	23.8	16.2	8.6	0.0	17.7	40.3	27.4	14.5		
	17	62	3.92	0.98	0.12	41.0	0.0	4.8	16.2	17.1	21.0	0.0	8.1	27.4	29.0	35.5		

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=Never, 2=Rarely, 3=Sometimes, 4=Very Often, 5=Continuously.

## Chapter 6. CAPE Overall Representativeness

The survey question examined in this chapter is: *How well does the set of CAPEs as a whole represent important knowledge, skills, and abilities required for competent performance by beginning California school administrators during the first few months on the job?*

- ( ) *Poorly*
- ( ) *Somewhat*
- ( ) *Adequately*
- ( ) *Well*
- ( ) *Very well*

Table 18 shows descriptive statistics for **CAPE overall representativeness**.

### *Descriptive Statistics—Overall Representativeness*

#### CAPE Overall Representativeness Highlights

Almost 80% of all survey respondents indicate that the knowledge, skills, and abilities required for competent performance by beginning administrators are “Well” or “Very Well” represented by the CAPE as a whole. In the full sample, less than .5% of respondents indicated that important knowledge, skills, and abilities are poorly represented in the CAPE as a whole.

The average representativeness of the CAPE as a whole is 4.09.

**Table 18. Descriptive Statistics for CAPE Overall Representativeness by group and for all respondents**

Full Sample																
CAPE Validation Survey																
Number California Administrator Performance Expectations (CAPE): 17										Number of Respondents: 1325						
Group	N	Representativeness Ratings			NR	Response Distribution (in %)						Adjusted				
		Mean	S.D.	S.E.		Relative						Adjusted				
						1	2	3	4	5		1	2	3	4	5
Teachers (N=328)	174	3.93	0.85	0.06	47.0	0.0	3.0	12.2	23.5	14.3		0.0	5.7	23.0	44.3	27.0
Administrators (N=892)	503	4.15	0.79	0.04	43.6	0.1	1.8	7.8	26.2	20.4		0.2	3.2	13.9	46.5	36.2
Administrator Prep Faculty (N=105)	59	4.03	1.00	0.13	43.8	1.0	4.8	6.7	22.9	21.0		1.7	8.5	11.9	40.7	37.3
All Respondents (N=1325)	736	4.09	0.83	0.03	44.5	0.2	2.3	8.8	25.3	18.9		0.3	4.2	15.9	45.5	34.1

Note. S.D. = Standard deviation, S.E. = Standard error of the mean, NR = Non-response percent. Rating scale anchors are: 1=Poorly, 2=Somewhat, 3=Adequately, 4=Well, 5=Very well.

### Chapter 7. CAPE Calculated Criticality

For each CAPE, a criticality value was calculated using a formula that takes into account both importance and frequency judgments, but gives more weight to importance, as follows:

$$\text{Criticality} = (2 \times \text{Importance}) + \text{Frequency}$$

This is a common approach for combining importance and frequency ratings. The criticality value can range from 3.0 to 15.0.

A criticality threshold was defined as those CAPE that received:

- a frequency rating of higher than “never” from at least 90% of respondents, keeping in mind that respondents were evaluating the CAPE for beginning administrators and
- an average criticality rating of 8.0 or higher.

Figure 4 shows the criticality value associated with each possible combination of importance and frequency, and the highlighted cells depict combinations that would surpass the criticality threshold.

**Figure 4. Illustration of rating combinations and their relationship to the criticality threshold.**

Importance Rating	Frequency Rating				
	1 Never	2 Rarely	3 Sometimes	4 Very Often	5 Continuously
1=No importance	3	4	5	6	7
2=Little importance	5	6	7	8	9
3=Moderate importance	7	8	9	10	11
4=Great importance	9	10	11	12	13
5=Very great importance	11	12	13	14	15

Note. Cell values are calculated as follows: Criticality = (2 x Importance) + Frequency. CAPE with an average criticality value ≥ 8.0 are defined as “critical.” Combinations of importance and time spent that will meet or exceed this threshold are highlighted in green.

This criticality information does not override the importance ratings for the CAPEs described earlier. It simply provides another way to look at the data that takes into account both how important a CAPE is and how often it is performed.

### ***Critical CAPE***

Table 19 shows that all of the CAPE surpass the criticality threshold in the full sample as well as the Teacher, Administrator, and Administrator Preparation Faculty samples. In general, the survey results suggest that all of the CAPE are critical for beginning administrators.

#### **Calculated CAPE Criticality Highlights**

All of the CAPE surpass the criticality threshold in all of the samples listed below:

- Full sample
- Teacher sample
- Administrator sample
- Administrator Preparation Faculty sample

There is no evidence that any of the CAPE are not critical for some beginning administrators.

**Table 19. Critical CAPE—Full, Teacher, Administrator, and Administrator Preparation Faculty Samples**

CAPE Validation Survey						Public School Teachers (N=328)				Administrators (N=892)				Administrator Preparation Faculty (N=105)			
Number of CAPE: 17		Full Sample ( N=1325)				Public School Teachers (N=328)				Administrators (N=892)				Administrator Preparation Faculty (N=105)			
CPSEL	CAPE	N	Criticality Score		Meets Criteria	N	Criticality Score		Meets Criteria	N	Criticality Score		Meets Criteria	N	Criticality Score		Meets Criteria
			Mean	S.D.			Mean	S.D.			Mean	S.D.			Mean	S.D.	
1	1	774	12.56	2.22	P	183	12.19	2.20	P	530	12.61	2.20	P	61	13.23	2.19	P
	2	778	11.95	2.26	P	186	11.85	2.19	P	530	11.95	2.30	P	62	12.31	2.06	P
	3	779	12.16	2.16	P	186	11.67	2.19	P	531	12.30	2.09	P	62	12.39	2.41	P
2	4	794	12.11	2.18	P	185	11.83	2.13	P	545	12.18	2.20	P	64	12.39	2.07	P
	5	791	12.86	2.00	P	187	12.09	2.15	P	540	13.04	1.90	P	64	13.55	1.74	P
	6	792	12.35	2.27	P	185	11.79	2.14	P	543	12.46	2.27	P	64	13.00	2.39	P
	7	794	12.70	2.06	P	187	11.91	2.12	P	543	12.91	2.00	P	64	13.27	1.81	P
3	8	798	12.30	2.06	P	184	12.15	2.07	P	550	12.35	2.06	P	64	12.33	2.07	P
	9	800	12.32	2.09	P	187	12.05	1.96	P	550	12.40	2.10	P	63	12.40	2.35	P
	10	801	11.54	2.47	P	185	12.02	2.19	P	552	11.41	2.54	P	64	11.25	2.56	P
4	11	805	12.47	2.06	P	199	12.23	2.14	P	544	12.58	2.03	P	62	12.34	1.93	P
	12	807	11.60	2.27	P	200	11.69	2.14	P	544	11.58	2.30	P	63	11.48	2.38	P
5	13	802	12.75	2.08	P	187	12.31	1.99	P	555	12.88	2.06	P	60	12.93	2.33	P
	14	806	12.58	2.15	P	189	11.97	2.09	P	555	12.70	2.12	P	62	13.42	2.08	P
	15	810	13.30	1.83	P	189	12.61	2.04	P	558	13.48	1.73	P	63	13.73	1.63	P
6	16	803	11.30	2.34	P	186	11.68	2.14	P	555	11.21	2.36	P	62	10.94	2.57	P
	17	805	12.29	2.20	P	187	11.97	2.14	P	556	12.40	2.22	P	62	12.24	2.22	P

Note. S.D. = Standard deviation