
2C

Action

Educator Preparation Committee

Adoption of Revised California Administrator Performance Expectations

AGENDA INSERT

Executive Summary: This item presents the California Administrator Performance Expectations (CAPEs) for adoption. The CAPEs have been revised and aligned with the California Professional Standards for Education Leaders (CPSEL).

Policy Question: Are the proposed performance expectations (CAPEs) aligned to the California Professional Standards for Education Leaders (CPSEL) and are they ready for adoption by the Commission?

Recommended Action: Staff recommends adoption of the CAPEs to guide program development and to be used to determine what is measured on the Administrator Performance Assessment (APA).

Presenters: Amy Reising, Director of Performance Assessments, Steve Davis, Professor Emeritus, CalPoly Pomona, and Nicole Amador, Director, Educator Solutions for Licensing and Learning, Evaluation Systems group of Pearson

Strategic Plan Goal

I. Educator Quality

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

Adoption of Revised California Administrator Performance Expectations

This agenda insert provides (1) final data tables based on the full set of responses on the validity survey, and (2) updated CAPEs based on the completed validity study survey and stakeholder feedback. The full Validation Study Report can be accessed [here](#).

Updated Survey Responses

On May 19, 2016, the CTC launched an online validation survey to all California public school teachers, administrators, and administrator educators in the state. The survey was open through June 3rd. Through 5-point Likert-type ratings and open-ended comments, the instrument collected judgments about each CAPE and the set of CAPEs.

The final survey data set includes 1,325 respondents of which 328 were public school teachers, 892 were administrators, and 105 were administrator educators. This analysis indicates high ratings for all CAPEs and across all respondent groups. For all CAPEs, mean ratings for importance to the job, clarity, and frequency of use were at least 3.6 with the exception of the 3.39 mean frequency rating for CAPE 16 (Understanding and Communicating Policy) by administrator preparation faculty. Administrators and administrator educators rated CAPE 16 lowest on importance and frequency, but still within the ranges of moderate to great importance and sometimes to very often used. In general, these survey ratings confirm that all of the CAPEs are critical to the work of a beginning administrator.

Updated CAPEs

A final Commission staff review of the CAPE validity survey data analysis and comments, along with additional written feedback from WestEd staff who facilitated the CAPE/CPSEL alignment study and input from members of the APA Design Team and other stakeholders, has resulted in an updated version of the CAPEs. To assist with clarifying the alignment of the CAPEs to the CPSEL, the 17 CAPEs were re-numbered to match CPSEL numbers. Minor edits were made to assist with clarity of text or to refine expectations for performance of a new administrator. These edits and additions are shown in the revised CAPEs through track changes. It is important to note that order of CAPEs is not representative of importance. All CAPEs are deemed important and together as a whole, reflect the complex and multi-faceted nature of the role of an administrator.

Validation Survey Results

CAPE IMPORTANCE: MEAN RATINGS

“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?”

- 1 = No importance
- 2 = Little importance
- 3 = Moderate importance
- 4 = Great importance
- 5 = Very great importance

CAPE	Public School Teacher ¹	Public School Administrator ²	Administrator Educator ³
1	4.18	4.25	4.52
2	4.03	4.02	4.19
3	3.97	4.16	4.21
4	4.00	4.11	4.19
5	4.08	4.36	4.56
6	4.05	4.20	4.41
7	4.06	4.34	4.50
8	4.16	4.12	4.14
9	4.15	4.16	4.17
10	4.11	3.86	3.81
11	4.16	4.22	4.14
12	4.00	3.92	3.90
13	4.25	4.31	4.35
14	4.07	4.28	4.52
15	4.31	4.52	4.60
16	3.98	3.80	3.77
17	4.05	4.15	4.16

¹ Holders of a teaching credential from the CTC or educators who, within the past 3 years, taught classes in California TK-12 public schools

² Holders of an Administrative Services Credential from the CTC or educators who, within the past 3 years, served as an administrator in California TK-12 public schools

³ Faculty members who taught in a California Commission-approved administrator preparation program

CAPE CLARITY: MEAN RATINGS

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

1 = Strongly disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly agree

CAPE	Public School Teacher	Public School Administrator	Administrator Educator
1	3.97	4.10	4.08
2	3.97	4.09	4.03
3	3.98	4.13	4.11
4	3.99	4.13	4.08
5	4.02	4.18	4.28
6	3.99	4.13	4.17
7	4.02	4.20	4.00
8	3.96	4.05	4.00
9	3.93	4.09	3.95
10	4.03	4.11	4.02
11	4.03	4.17	4.03
12	4.01	4.08	4.03
13	3.98	4.16	4.10
14	3.97	4.11	4.14
15	4.12	4.25	4.21
16	3.92	4.00	4.10
17	4.02	4.16	4.16

CAPE FREQUENCY: MEAN RATINGS

“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?”

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- 4 = Very often
- 5 = Continuously

CAPE	Public School Teacher	Public School Administrator	Administrator Educator
1	3.84	4.10	4.19
2	3.79	3.91	3.94
3	3.73	3.98	4.00
4	3.82	3.94	4.02
5	3.90	4.31	4.42
6	3.68	4.07	4.19
7	3.78	4.21	4.27
8	3.83	4.11	4.05
9	3.74	4.07	4.05
10	3.81	3.69	3.63
11	3.91	4.14	4.02
12	3.70	3.76	3.67
13	3.81	4.25	4.25
14	3.82	4.14	4.38
15	3.99	4.43	4.52
16	3.72	3.59	3.39
17	3.86	4.11	3.92

CAPE OVERALL REPRESENTATIVENESS: MEAN RATINGS

“How well does the 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?”

- 1 = Poorly
- 2 = Somewhat
- 3 = Adequately
- 4 = Well
- 5 = Very well

CAPE	Public School Teacher	Public School Administrator	Administrator Educator
All	3.93	4.15	4.03

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION	
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.	
<p>1A: Developing a Student-Centered Vision of Teaching and Learning New administrators shape <u>develop</u> a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Develop a student-centered vision of teaching and learning based on the understanding that that the school’s purpose is to increase student learning and well-being. 2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission. 3. Analyze <u>and apply</u> political, social, economic, and cultural contexts to inform the school’s vision and mission. 4. Analyze and align the school’s vision and mission to the district’s goals. 5. Explain how school plans, programs, and activities support the school’s vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student. 6. Communicate the school’s vision of teaching and learning clearly to staff and stakeholders. <p>21B: Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system</p>	<p>1A: Student–Centered Vision Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</p> <p><i>1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.</i></p> <p><i>1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.</i></p> <p><i>1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.</i></p> <p><i>1A-4 Emphasize the expectation that all students will meet content and performance standards.</i></p> <p>1B: Developing Shared Vision Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.</p> <p><i>1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.</i></p> <p><i>1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
<p><u>that shape staff and community involvement</u>. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders. 2. Use effective strategies for communicating with all stakeholders about the shared vision and goals. 3. Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals. <p>31C: Implementing the Vision New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals. 2. Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students. 3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school’s vision. 4. Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision. 	<p><i>1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.</i></p> <p><i>1B-4 Align the vision and goals with local, state, and federal education laws and regulations.</i></p> <p>1C: Vision Planning and Implementation Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</p> <p><i>1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.</i></p> <p><i>1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.</i></p> <p><i>1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
<p>5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.</p>	
<p>2: INSTRUCTIONAL LEADERSHIP</p> <p>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>	
<p>42A: Personal and Professional Learning</p> <p>New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Use state-adopted professional learning standards and the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves. 2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning. 3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning <u>based on the CSTP, CAPEs, and CPSEL.</u> 4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice. 	<p>2A: Professional Learning Culture</p> <p>Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.</p> <p><i>2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.</i></p> <p><i>2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.</i></p> <p><i>2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.</i></p> <p><i>2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.</i></p> <p>2B: Curriculum and Instruction</p> <p>Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.</p> <p><i>2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.</i></p>

Alignment of CAPE and CPSEL	
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<p>52B: Promoting Effective Curriculum, Instruction, and Assessment New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school’s vision and goals. 2. Establish and maintain high learning expectations for all students. 3. <u>Support and promote</u> Implement effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students. 4. <u>Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.</u> 3-5. <u>Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.</u> <p>62C: Supporting Teachers to Improve Practice New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, aspiring administrators learn how to:</p>	<p><i>2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.</i></p> <p><i>2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.</i></p> <p><i>2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.</i></p> <p>2C: Assessment and Accountability Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.</p> <p><i>2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.</i></p> <p><i>2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.</i></p> <p><i>2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.</i></p> <p><i>2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning</i></p> <p><i>2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
<ol style="list-style-type: none"> 1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice. 2. Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change. 3. Access-Use state-adopted professional learning standards (e.g., CAPEs, CPSEL and CSTP) and the CSTP and use them with staff and the community as a foundation to guide professional learning. 4. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students. <p>72D: Feedback on Instruction New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Observe and analyze classroom planning and instruction in accordance with district policy and practices and the CSTP. <u>1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve</u> 	

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
<p><u>instructional practices and foster positive learning environments.</u></p> <p>2. Review a variety of sources of information about previous lessons, student work, and outcomes in order to provide relevant and appropriate feedback to teachers about the observation process and lesson content.</p> <p>3.2. Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.</p> <p>4.3. Provide timely, constructive suggestions about instructional strategies <u>and assessments</u>, available resources, and technologies to refine lessons and enhance instruction <u>and assessment</u> that supports student learning, safety, and well-being.</p>	
<p>3: MANAGEMENT AND LEARNING ENVIRONMENT</p> <p>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p>	
<p>83A: Operations and Resource Management</p> <p>New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources. 2. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to 	<p>3A: Operations and Facilities</p> <p>Leaders provide and oversee a functional, safe, and clean learning environment.</p> <p><i>3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.</i></p> <p><i>3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.</i></p> <p><i>3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
<p>learning opportunities and resources and positive outcomes for all students.</p> <ol style="list-style-type: none"> Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles. <p>93B: Managing Organizational Systems and Human Resources New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students. Use a systems thinking perspective to a) set priorities and manage organizational complexity; b) develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff 	<p><i>academic, linguistic, cultural, social-emotional, and physical requirements of students.</i></p> <p><i>3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.</i></p> <p>3B: Plans and Procedures Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</p> <p><i>3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.</i></p> <p><i>3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.</i></p> <p><i>3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.</i></p> <p><i>3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.</i></p> <p>3C: Climate Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</p> <p><i>3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.</i></p> <p><i>3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair,</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
<p>collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.</p> <p>103C: Managing the School Budget New administrators know the school’s budget and how the budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local/district allocations. 2. Assess <u>and analyze</u> student and site needs and use this understanding as a base to support financial decision making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans. 3. Work with finance office staff to conduct accurate financial record keeping and accounting. <u>4.3.</u> Use various technologies related to financial management and business procedures. <u>5.4.</u> Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures <u>including financial record keeping and accounting.</u> 	<p><i>incremental, restorative, culturally responsive, and celebrate student and school achievement.</i></p> <p><i>3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.</i></p> <p>3D: Fiscal and Human Resources Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</p> <p><i>3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.</i></p> <p><i>3D-2 Work with the district and school community to focus on both short and long-term fiscal management.</i></p> <p><i>3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.</i></p> <p><i>3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.</i></p> <p><i>3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.</i></p> <p><i>3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
4: FAMILY AND COMMUNITY ENGAGEMENT	
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	
<p>114A: Parent and Family Engagement New administrators provide opportunities for engage family families involvement in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> Engage family and community members in accomplishing the school's vision of equitable access schooling to opportunities and continuous improvement <u>that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.</u> Create and promote a welcoming environment for family and community participation. Recognize and respect family goals and aspirations for students. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. <p>124B: Community Involvement New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.</p>	<p>4A: Parent and Family Engagement Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</p> <p><i>4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.</i></p> <p><i>4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.</i></p> <p><i>4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.</i></p> <p><i>4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.</i></p> <p><i>4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.</i></p> <p>4B: Community Partnerships Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</p> <p><i>4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
<p>During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers. 2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school’s vision, plans, and decisions. 3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school. 4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals. 	<p><i>4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.</i></p> <p><i>4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.</i></p> <p><i>4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.</i></p> <p>4C: Community Resources and Services Leaders leverage and integrate community resources and services to meet the varied needs of all students.</p> <p><i>4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.</i></p> <p><i>4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.</i></p> <p><i>4C-3 Work with community emergency and welfare agencies to develop positive relationships.</i></p> <p><i>4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
5: ETHICS AND INTEGRITY	
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.	
<p>135A: Reflective Practice New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Take responsibility for developing their professional leadership capacity <u>and assess personal and professional challenges as a way to identify areas for self-improvement.</u> 2. Assess personal and professional challenges in order to identify areas for self-improvement. 3.2. Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals. 4.3. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs. 5.4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others. <p>145B: Ethical Decision-Making New administrators recognize-develop and <u>know how to</u> use their professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to:</p>	<p>5A: Reflective Practice Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p> <p><i>5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.</i></p> <p><i>5A-2 Reflect on areas for improvement and take responsibility for change and growth.</i></p> <p><i>5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.</i></p> <p><i>5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.</i></p> <p><i>5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</i></p> <p>5B: Ethical Decision-Making Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p> <p><i>5B-1 Consider and evaluate the potential moral and legal consequences of decisions.</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
<ol style="list-style-type: none"> 1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers. 2. Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that may be related to race, diversity, and access. 3. Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success. <p>155C: Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. 2. Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect. 3. Use personal and professional ethics as a foundation for communicating the rationale for their actions. 	<p><i>5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.</i></p> <p><i>5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.</i></p> <p><i>5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.</i></p> <p>5C: Ethical Action Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.</p> <p><i>5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.</i></p> <p><i>5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.</i></p> <p><i>5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.</i></p> <p><i>5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.</i></p> <p><i>5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
6: EXTERNAL CONTEXT AND POLICY	
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	
<p>166A: Understanding and Communicating Policy New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Situate theirRecognize that any school within is part of larger a larger district, state, and federal contexts that include not only that is influenced by -political, factors, but also social, economic, legal, and cultural factors. 2. Understand and analyze governance and policy systems and use this <u>understanding knowledge</u> to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community. 3. Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being. 4. Operate within legal parameters at all levels of the education system. <p>176B: Representing and Promoting the School New administrators understand that they are the a spokesperson for the school's accomplishments and needs. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills. 	<p>6A: Understanding and Communicating Policy Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</p> <p><i>6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.</i></p> <p><i>6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.</i></p> <p><i>6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.</i></p> <p><i>6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.</i></p> <p><i>6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.</i></p> <p>6B: Professional Influence Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.</p> <p><i>6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural,</i></p>

Alignment of CAPE and CPSEL	
CAPE	CPSEL Elements and Example Indicators
<ul style="list-style-type: none"> 2. Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being. 3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful. 4. Involve stakeholders in helping address the school’s challenges as well as sharing in its successes. 	<p><i>social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.</i></p> <p><i>6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.</i></p> <p><i>6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.</i></p> <p>6C: Policy Engagement Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.</p> <p><i>6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.</i></p> <p><i>6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</i></p> <p><i>6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.</i></p>

