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## Action

### *Educator Preparation Committee*

#### **Update on the Alignment of the CAPEs and CPSEL and Proposed Adoption and Approval of Administrator Performance Assessment Design and Program Implementation Standards**

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**Executive Summary:** This item presents an update on the alignment of California Administrator Performance Expectations (CAPEs) with the California Professional Standards for Education Leaders (CPSEL), and the development of standards to guide the design and implementation of an Administrator Performance Assessment (APA). This item recommends that the Commission approve the reorganization of the CAPEs; adopt the draft APA Design Standards and allow program sponsors to design and develop alternative APAs for Commission approval; and approve the APA Implementation Standards for use during the development, piloting, and field testing of the APA.

**Policy Question:** Does the proposed realignment of CAPEs with CPSEL improve the clarity and coherence of the Commission's standards for administrator preparation? Are the proposed draft standards consistent with the Commission's policies for California performance assessments?

**Recommended Action:**

- (1) That the Commission a) approve the reorganization of the CAPEs as proposed, b) direct staff to meet with stakeholders to review the full set of proposed edits to the CAPEs, and c) return with revised CAPEs for consideration and adoption at a future meeting.
- (2) That the Commission adopt the draft APA Assessment Design Standards.
- (3) That the Commission allow program sponsors to design and develop alternative APAs and submit them for review and Commission approval under the APA Design Standards.
- (4) That the Commission approve the APA Implementation Standards for use during the development, piloting, and field testing of the APA.

**Presenters:** Amy Reising, Director of Performance Assessments and Gay Roby, Consultant, Professional Services Division

**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.

February 2016

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# Update on the Alignment of the CAPEs and CPSEL and Proposed Adoption and Approval of Administrator Performance Assessment Design and Program Implementation Standards

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## Introduction

This item presents an update on the alignment of the California Administrator Performance Expectations (CAPEs) with the California Professional Standards for Education Leaders (CPSEL), and the development of standards to guide the design and implementation of an Administrator Performance Assessment (APA). Staff recommends that the Commission approve the reorganization of the CAPEs with the CPSEL, adopt the Assessment Design Standards and approve the APA Program Implementation Standards for use in the development and field testing of the APA. In addition, this item asks the Commission to allow program sponsors to develop and implement local APAs that meet the APA Design Standards.

## Background

At its September 2013 meeting, the Commission approved requiring a performance assessment for all preliminary administrative services credential candidates completing a Commission-approved preparation program and directed staff to move forward with the development and implementation of an Administrator Performance Assessment (APA) when sufficient resources became available (<http://www.ctc.ca.gov/commission/agendas/2013-09/2013-09-4E.pdf>).

The 2015 Budget Act provided funding to the Commission to support development of an APA. In anticipation of the opportunity to move forward with an APA, the Commission's Performance Assessment Work Group (one of the work groups working on the effort to strengthen and streamline the accreditation system) developed draft APA Design Standards and related APA Program Implementation Standards for Commission consideration. Over the course of 2015, APA standards have been presented to the Commission for feedback and further consideration. Discussion of these standards has provided an opportunity for the field to become more informed about the goals of performance assessment in preliminary administrator preparation and the anticipated role of performance assessments in the revised accreditation system.

Commission staff brought the draft APA Standards to the Commission for consideration at the April, October and December 2015 meetings. Stakeholders provided feedback at each of these meetings about the need to update the California Administrator Performance Expectations (CAPEs) in light of the California Professional Standards for Education Leaders (CPSEL). The CAPEs govern preliminary administrator preparation programs, and the CPSEL govern new administrator induction and are the standards of practice for school administrators. While these standards have been adopted by the Commission within the last three years, implementation has indicated a need to bring them into closer

alignment. Stakeholders also requested that the Commission allow for multiple models of APA to be reviewed and approved for use if they met the proposed design standards. In December 2015, the Commission directed staff to engage in further discussion with stakeholders about these issues. In January 2016 staff hosted two meetings, the first focused on the alignment of CAPEs and CPSEL, and the second showcasing models of local assessment. This item summarizes issues and recommendations from the field on these topics, and is presented in three parts.

- Part I: Presents a proposed reorganization of the CAPEs that brings them into close alignment with the CPSEL and includes minor edits recommended by the stakeholders who participated in the meetings.
- Part II: Presents revised APA Design Standards for Commission consideration and recommended adoption. Revisions highlighted in the Design Standards are based on public feedback gathered at meetings held from October 2015 through January 2016, and would allow the Commission to recognize alternative APA models submitted by program sponsors for review under the APA Design Standards. The APA Design Standards must be adopted in order to begin work on an APA in 2016.
- Part III: Presents revised APA Implementation Standards for Commission review and approval for use in the development, piloting and field testing of a new APA. Revisions highlighted in the Implementation Standards are based on public feedback gathered at meetings held from October 2015 through January 2016. APA implementation Standards would be brought back to the Commission in the spring of 2018, for adoption once the APA is ready for implementation.

### **Part I: Alignment of the CAPEs and CPSEL**

At its December 2015 meeting, the Commission was urged by some members of the stakeholder community, particularly the California Association of Professors of Education Administration (CAPEA), to postpone adoption of the APA Design Standards until a review of the CAPEs could be conducted, and the CAPEs could be revised and brought into stronger alignment with the CPSEL. Since the APA would be designed to assess key aspects of the CAPEs, it seemed reasonable to take more time to adopt the technical design standards in order to ensure that the performance expectations that would be assessed were appropriately aligned with the standards for the profession. Commission staff held a meeting on January 7, 2016 at the Commission office; seven individuals were able to attend in person, and eleven participated via Zoom.

Discussion focused on how to align the CAPEs to the CPSEL, how to represent details of preliminary practice that focus on issues of equity and social justice practices, how to keep the same structure for standards from preliminary to Induction programs, how the APA will measure the CAPEs and impact field work placement. Karen Kearney, Director of Leadership Initiatives and Senior Program Associate at the California Comprehensive Center at WestEd, shared documents showing how the CAPEs map to the CPSEL. She also shared *Descriptions of Practice* (a continuum of scales that describe growing administrative practice) that were recently developed and published for Administrator Induction programs based on the CPSEL. The group that participated in the meeting welcomed these documents,

and urged the staff to use them to revise and reorient the CAPEs using the same standard titles as the CPSEL to facilitate new administrators’ movement into and through induction.

It is important to note that the 20 CAPEs do not stand in isolation from the rest of the Administrator Preparation Standards, which also include California Administrator Content Expectations (CACEs) and a set of program standards that address other aspects of preparation program quality. CACEs were introduced to support programs in building syllabi for program coursework. In addition, they were used to direct the development of the California Preliminary Administrative Credential Examination (CPACE). The CACEs and the CAPEs together represent the knowledge and skills expected of beginning administrators. The CPSEL reflect an advanced level of preparation, and should build from the knowledge and skill base of the CACEs and CAPEs.

Table 1 provides a summary of the CAPEs and CPSEL (using their titles only) reorganized so that they align and fit under the CPSEL Standards. Appendix A includes an expanded version of this table, complete with all of the currently adopted language of the CACEs, the CAPEs and the CPSEL.

**Table 1: Proposed Alignment of CAPEs and CPSEL**

California Administrator Performance Expectations (CAPES)	California Professional Standards for Education Leaders (CPSEL)
<b>STANDARD 1: DEVELOPMENT &amp; IMPLEMENTATION OF A SHARED VISION</b>	
<p><b>CAPE 1:</b> Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency’s Overall Vision and Goals</p> <p><b>CAPE 2:</b> Developing a Shared Commitment to the Vision Among All Members of the School Community</p> <p><b>CAPE 3:</b> Leading by Example to Promote Implementation of the Vision</p> <p><b>CAPE 4:</b> Sharing Leadership <b>of the Vision</b> with Others in the School Community</p>	<p><b>Standard 1:</b> Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</p> <p><b>Element 1A:</b> Student–Centered Vision</p> <p><b>Element 1B:</b> Developing Shared Vision</p> <p><b>Element 1C:</b> Vision Planning and Implementation</p>
<b>STANDARD 2: INSTRUCTIONAL LEADERSHIP</b>	
<p><b>CAPE 5:</b> Promoting Implementation of TK-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for <b>Equitable</b> Content Instruction <b>for all students</b></p> <p><b>CAPE 6:</b> Evaluating, Analyzing, and Providing Feedback about the Effectiveness of Instruction to Promote <b>Equitable</b> Student Learning</p> <p><b>CAPE 7:</b> (formerly CAPE 9): Working with Others to Identify <b>Diverse</b> Student and School Needs</p>	<p><b>Standard 2:</b> Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p> <p><b>Element 2A:</b> Professional Learning Culture</p> <p><b>Element 2B:</b> Curriculum and Instruction</p> <p><b>Element 2C:</b> Assessment and Accountability</p>

California Administrator Performance Expectations (CAPES)	California Professional Standards for Education Leaders (CPSEL)
<p>and Developing a <b>Comprehensive</b> Data-Based School Growth Plan</p> <p><b>CAPE 8:</b> (formerly CAPE 10): Identifying Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement</p> <p><b>CAPE 9:</b> (formerly CAPE 12): Developing a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes</p> <p><b>CAPE 10:</b> (formerly CAPE 14): Coaching Teachers Improve Their Individual Professional Practice Through Professional <b>Learning</b> Activities</p> <p><b>CAPE 11:</b> (formerly CAPE 15): Identifying Professional and Personal Growth Opportunities for All Members of the School Community</p>	
<b>STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT</b>	
<p><b>CAPE 12:</b> (formerly CAPE 11): Identifying Available Human, Fiscal, and Material Resources to Implement the School Growth Plan</p> <p><b>CAPE 13:</b> (formerly CAPE 16): Understanding the Complex Interaction of the School’s Systems</p> <p><b>CAPE 14:</b> (formerly CAPE 17): Developing, Implementing, and Monitoring the School’s Budget</p>	<p><b>Standard 3:</b> Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p> <p><b>Element 3A:</b> Operations and Facilities</p> <p><b>Element 3B:</b> Plans and Procedures</p> <p><b>Element 3C:</b> Climate</p> <p><b>Element 3D:</b> Fiscal and Human Resources</p>
<b>STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<p><b>CAPE 15:</b> (formerly CAPE 8): Communicating With the <b>Diverse</b> School Community about Schoolwide Outcomes Data and Improvement Goals</p> <p><b>CAPE 16:</b> (formerly CAPE 20) Involving the Community in the School’s Vision and Goals</p>	<p><b>Standard 4:</b> Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</p> <p><b>Element 4A:</b> Parent and Family Engagement</p> <p><b>Element 4B:</b> Community Partnerships</p> <p><b>Element 4C:</b> Community Resources and Services</p>
<b>STANDARD 5: ETHICS AND INTEGRITY</b>	
<p><b>CAPE 17:</b> (formerly CAPE 7): Understanding the School Context <b>to Create an Inclusive School Environment</b></p> <p><b>CAPE 18:</b> (formerly CAPE 13): Modeling Life-Long Learning and Job-Related Professional Growth</p>	<p><b>Standard 5:</b> 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> <p><b>Element 5A:</b> Reflective Practice</p> <p><b>Element 5B:</b> Ethical Decision-Making</p>

California Administrator Performance Expectations (CAPES)	California Professional Standards for Education Leaders (CPSEL)
	Element 5C: Ethical Action
<b>STANDARD 6: EXTERNAL CONTEXT AND POLICY</b>	
<p><b>CAPE 19:</b>(formerly CAPE 18): Understanding Local, State, and Federal Laws, Regulations, and Guidelines</p> <p><b>CAPE 20:</b> (formerly CAPE 19): Representing and Promoting the School’s Accomplishments and Needs to the LEA and the Public</p>	<p><b>Standard 6:</b> Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</p> <p><b>Element 6A:</b> Understanding and Communicating Policy</p> <p><b>Element 6B:</b> Professional Influence</p> <p><b>Element 6C:</b> Policy Engagement</p>

Appendix B includes proposed edits to the CAPES recommended by stakeholders during the last several months intended to increase the focus on equity, better describe preliminary expectations for candidate performance, and improve alignment with the CPSEL.

**Staff Recommendation**

That the Commission a) approve the reorganization of the CAPES as proposed, b) direct staff to meet with stakeholders to review the full set of proposed edits to the CAPES, and c) return with revised CAPES for consideration and adoption at a future meeting.

**Part II: APA Design Standards**

The APA Assessment Design Standards address the psychometric and technical properties for a Commission-approved performance assessment, along with related design considerations appropriate to assessment of beginning administrative services credential candidates. These standards form the basis for future development of an APA for candidates completing preliminary preparation for an Administrative Services Credential. They parallel significantly and were adapted from the existing [Teaching Performance Assessment Design Standards](#) adopted in December 2014.

Assessment Design Standards express the Commission’s expectations about the nature of performance assessments that will, when developed and adopted, be used as one criterion for issuing a Preliminary Administrative Services Credential to prospective administrators. These standards are necessary to guide development of an APA. When the Commission initially considered and took action to require an APA for the Administrative Services Credential, the intent was to develop and maintain a single assessment that would be used by all program sponsors. This approach would strengthen reliability in administration and scoring of assessments, but would not allow for local innovation. The California Education Code allows multiple models of Teaching Performance Assessment to be recognized by the Commission if they meet TPA Design Standards, and the stakeholder community asked the Commission

to reconsider and allow program sponsors to develop and submit local models that can meet the Assessment Design Standards for review and approval by the Commission.

Commission staff convened a Best Practices Forum in San Diego on January 15, 2016 and invited program sponsors to share performance assessments they currently implement to determine candidate competence and direct program improvement. The meeting was attended by 24 people, with another 11 attending via Zoom technology. The following eleven programs presented models, including tasks, rubrics, scoring processes and calibration approaches. Programs with an asterisk are institutions that represented the California Professors of Education Administration (CAPEA).

- University of San Diego
- Principal Leadership Institute, at UC Berkeley
- Principal Leadership Institute, at UCLA
- California State University, East Bay\*
- California State University, San Marcos\*
- Brandman University
- National University\*
- Pepperdine University\*
- Sacramento County Office of Education
- Orange County Office of Education
- San Diego County Office of Education

Participants discussed potential issues of reliability and validity based on current implementation of performance assessments in their programs and shared their thoughts about time, cost, and use of data. While many shared cautionary tales, no participants suggested eliminating any of the APA Design and Implementation Standards. Presentations of assessments were followed by a discussion focusing on issues of reliability, validity and implementation. Appendix C provides summary meeting notes. All participants were invited to continue to email editorial suggestions for the APA Design and Implementation standards to staff. They were also encouraged to provide feedback on the alignment chart of the CAPEs and CPSEL.

Participants at both meetings expressed strong support for allowing approved Preliminary Administrative Services Credential preparation programs to have the opportunity to develop their own APA as long as it met the APA Design and Implementation Standards.

Based on Commissioner discussion at the October, 2015 Commission meeting which indicated general support for allowing multiple models to be in use if they meet the Design Standards, staff have revised the draft standards to accommodate this change. The most visible change in language that addresses this issue is the focus on “model sponsors” instead of “contractors” as the entities that might be submitting an APA for review.

The Draft Administrator Performance Assessment Design Standards are presented below.

### **Draft California Administrator Performance Assessment Design Standards**

#### **Assessment Design Standard 1: Assessment Designed for Validity and Fairness**

The developer\* of an Administrator Performance Assessment (model sponsor) designs an Administrator Performance Assessment (APA) in which complex assessment tasks and multi-level

scoring rubrics are linked to and assess California’s Administrator Performance Expectations (CAPEs) [with particular emphasis on school leadership](#). The assessment model sponsor clearly describes the uses for which the assessment has been validated, anticipates its potential misuses, and identifies appropriate uses consistent with the assessment’s validation process. The assessment is designed and validated to serve as a determination of a candidate’s status with respect to the CAPEs and to provide an indication of preparation program quality and effectiveness. The model sponsor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended to the Commission based on a standard setting study where educators have made a professional judgment about an appropriate performance standard for beginning administrators to meet prior to licensure.

*\*Note: the “model sponsor” refers to the entity or entities that develop an administrator performance assessment, administer and score the assessment, and are responsible to programs using the assessment and to the Commission. The model sponsor may be a state agency, individual institution, a consortium of institutions and/or partners, a private entity, and/or combinations of these. The “model sponsor” could be a single entity that both develops and administers and scores the assessment, or these tasks may be divided across several entities within a partnership or collaborative arrangement.*

#### **Required Elements for Assessment Design Standard 1: Assessment Designed for Validity and Fairness**

- 1(a) The Administrator Performance Assessment includes complex assessment tasks to prompt aspects of candidate performance that measure the CAPEs. Each task is substantively related to two or major domains of the CAPEs. For use in judging candidate-generated responses to each administrative task, the assessment also includes multi-level scoring rubrics that are clearly related to the CAPE elements that the task measures. Collectively, the tasks and rubrics in the assessment address key aspects of the CAPEs [with particular emphasis on school leadership](#). The [developer](#) of the performance assessment documents the relationships between [CAPE elements](#), tasks, and rubrics.
- 1(b) The Administrator Performance Assessment includes a focus on two key school administrator job roles within the design of the APA tasks and scoring rubrics to assess the candidate’s ability to effectively perform the job role of (1) the [administrator](#) as the instructional leader of the school and (2) the [administrator](#) as the school improvement leader.
- 1(c) Consistent with the language of the CAPEs, the model sponsor defines scoring rubrics so candidates for credentials can earn acceptable scores on the APA with the use of different administrative practices that support implementation of effective teaching and learning for all students, and improvements of student and other educational outcomes. The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use a wide range of administrative practices that are educationally effective and builds scoring protocols to take these variations into account.
- 1(d) APA candidate tasks focus on an administrator’s role in promoting and supporting effective teaching and specific learning outcomes for English learners, [underserved education groups or](#)



groups that need to be served differently, and students with special needs, to adequately assess the candidate's ability to effectively perform the job role of the school's instructional and improvement leader.

- 1(e) The APA may include a ~~required~~ video or other media evidence of the administrative services candidate's performance during fieldwork. If included in the APA, ~~a~~ the video or other media must be accompanied by a commentary describing the activity and rationale for leadership decisions and actions shown and evidence of the effect of those decisions and actions in relation to selected aspects of the CAPEs.
- 1(f) The APA model sponsor must develop materials appropriate for use by programs in helping faculty become familiar with the design of the APA, the candidate tasks and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. The APA model sponsor must also develop candidate materials to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, submission processes, scoring processes, and appeal policies.
- 1(g) The model sponsor develops scoring rubrics and assessor training procedures that focus primarily on administrator performance and that minimize the effects of candidate factors that are not clearly related to administrative services competence, which may include (depending on the circumstances) factors such as ~~personal attire, appearance, demeanor, speech patterns and accents~~ gender, height, speech patterns, volume and/or accents, or any other bias that could be related to appearance or behavior that are not likely to affect the candidate's job effectiveness.
- 1(h) The model sponsor provides a clear statement acknowledging the intended uses of the administrator performance assessment. The statement demonstrates the model sponsor's clear understanding of the implications of the assessment for candidates, preparation programs, the public schools, and TK-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the competence of candidates for a Preliminary Administrative Services Credential in California and as a source of useful information about preparation program quality and effectiveness.
- 1(i) The model sponsor completes content review and editing procedures to ensure that administrator assessment tasks, rubrics, and directions to candidates are culturally and linguistically ~~sensitive~~ free of bias, fair, and appropriate for candidates from diverse backgrounds.
- 1(j) The model sponsor completes initial and periodic basic psychometric analyses to identify administrator assessment tasks and/or scoring rubrics that show differential effects in relation to candidates' race, ethnicity, language, gender, or disability. When group pass-rate differences are found, the model sponsor investigates the potential sources of differential performance and documents steps taken to eliminate construct-irrelevant sources of variance.

- 1(k) In designing assessment administration procedures, the assessment model sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities or specific learning needs.
- 1(l) In the course of determining a passing standard, the model sponsor secures and reflects on the considered judgments of administrators, supervisors of administrative services candidates, and appropriate other preparers of administrators regarding necessary and acceptable levels of proficiency on the part of entry-level school administrators. The model sponsor periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the Commission.
- 1(m) To preserve the validity and fairness of the assessment over time, the model sponsor may need to develop and field test new administrator assessment tasks and multi-level scoring rubrics to replace or strengthen prior ones. Initially and periodically, the model sponsor analyzes the assessment tasks and scoring rubrics to ensure that they yield important evidence that represents candidate knowledge and skill related to CAPEs, and serve as a basis for determining entry-level administrator competence to lead California's TK-12 public schools. The model sponsor documents the basis and results of each analysis, and modifies the tasks and rubrics as needed.

#### **Assessment Design Standard 2: Assessment Designed for Reliability and Fairness**

The APA model sponsor designs and develops an assessment that will yield, in relation to the key aspects of the major domains of the CAPEs, enough collective evidence of each candidate's performance to serve as a valid basis to judge the candidate's general administrative competence for a Preliminary Administrative Services Credential. The model sponsor carefully monitors assessment development to ensure consistency with the stated purpose of the assessment. The Administrator Performance Assessment includes a comprehensive program to train, calibrate, and maintain assessor calibration over time. The model sponsor periodically evaluates the assessment design-system to ensure equitable treatment of candidates. The assessment design-system and its implementation contribute to local and statewide consistency in the assessment of administrator competence.

#### **Required Elements for Assessment Design Standard 2: Assessment Designed for Reliability and Fairness**

- 2(a) In relation to the key aspects of the major domains of the CAPEs, the administrator assessment tasks, rubrics, and the associated directions to candidates are designed to yield valid evidence for an overall judgment of each candidate's qualifications for a Preliminary Administrative Services Credential as one part of the requirements for the credential.
- 2(b) Administrator assessment tasks and scoring rubrics are pilot and field tested in practice before being used operationally in the APA. The model sponsor evaluates the pilot and field test results thoroughly and documents the pilot and field test designs, participation, methods, results and interpretation.

- 2(c) The Administrator Performance Assessment system includes a comprehensive process to select and train assessors who score candidate responses to the administrator assessment tasks. The assessor training program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the CAPEs, the tasks and the multi-level scoring rubrics. The training process includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy and calibration in relation to the scoring rubrics associated with the task. The assessment model sponsor establishes selection criteria for assessors of candidate responses to the APA. The selection criteria must include but are not limited to appropriate administrative expertise in the content areas assessed within the APA. Only assessors who meet the sponsor's established criteria are selected to score APAs, and only assessors who successfully calibrate during the required APA assessor training sequence are used. If new administrator tasks and scoring scales are incorporated into the APA, the assessment sponsor provides additional training to the assessors, as needed.
- 2(d) The model sponsor plans and implements periodic evaluations of the assessor training process, which include systematic feedback from assessors and assessment trainers, and which lead to improvements in the assessor training as needed.
- 2(e) The model sponsor provides a consistent scoring process for all programs using the assessment, including programs using a local scoring option provided by the model sponsor. The scoring process conducted by the model sponsor to assure the reliability and validity of candidate outcomes on the assessment may include, for example, regular auditing, selective back reading, and double scoring of candidate responses near the cut score by the qualified, calibrated scorers trained by the model sponsor. All approved APAs must include a local scoring option in which the assessors of candidate responses are program faculty and/or other individuals identified by the program who meet the model sponsor's assessor selection criteria. These local assessors are trained and calibrated by the model sponsor, and their scoring work is facilitated and reviewed by the model sponsor. The model sponsor provides a detailed plan for establishing and maintaining scorer accuracy at the local and state levels, and inter-rater reliability during pilot and field testing and during operational administration of the assessment.
- 2(f) The model sponsor must demonstrate that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the APA. The model sponsor must provide an annual audit process that documents that local scoring outcomes are consistent and reliable within the assessment for candidates across the range of programs using centralized and local scoring, and inform the Commission where inconsistencies in scoring outcomes are identified. If inconsistencies are identified, the sponsor must provide a plan to the CTC for how it will address and resolve the scoring inconsistencies both for the current scoring results and for future scoring of the APA.
- 2(g) The ~~assessment design~~model sponsor's APA system includes a clear and easy to implement appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program. Model

sponsors must document that all candidate appeals granted a second scoring are scored by a new assessor unfamiliar with the candidate's response.

- 2(h) The model sponsor provides results on the APA for individual candidates based on performance relative to the specific scoring rubrics within three weeks following candidate submission of completed APA responses. The model sponsor must provide results to programs based on both individual and aggregate data relating to candidate performance relative to the rubrics and the CAPEs. The model sponsor also follows the timelines established with programs using a local scoring option for providing scoring results.
- 2(i) The model sponsor provides program level aggregate results to the program and the Commission, in a manner, format, and timeframe specified by the Commission, as one means of assessing program quality. Programs have an opportunity to ensure accuracy in the data, and will report any inaccuracies to the model sponsor and the Commission. APA candidate and program results will be used within the Commission's ongoing accreditation system.

### **Assessment Design Standard 3: APA Assessment Sponsor Support Responsibilities**

The APA model sponsor provides technical support to administrator preparation programs using the assessment to support fidelity of implementation of the assessment as designed. The model sponsor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a centralized scoring approach and/or the local scoring option. The model sponsor has ongoing responsibilities to interact with the programs and the Commission, to provide candidate and program outcomes data as requested and specified by the Commission, and to maintain the currency of the assessment over time.

### **Required Elements for Assessment Design Standard 3: APA Assessment Sponsor Support Responsibilities**

- 3(a) The model sponsor provides ongoing technical assistance to programs implementing the APA concerning fidelity of implementation of the assessment as designed. Clear implementation procedures and materials such as a candidate and a program handbook are provided by the model sponsor to programs using the assessment.
- 3(b) A model sponsor conducting centralized scoring for programs is responsible for providing APA outcomes data at the candidate and program level to the program within three weeks and to the Commission, as specified by the Commission. The model sponsor supervising/moderating local program scoring oversees data collection, data review with programs, and reporting.
- 3(c) The model sponsor is responsible for submitting at minimum an annual report to the Commission describing, among other data points, the programs served by the assessment, the number of candidate submissions scored, the date(s) when responses were received for scoring, the date(s) when the results of the scoring were provided to the preparation programs, the number of candidate appeals, first time passing rates, candidate completion passing rates, and other operational details as specified by the Commission.

- 3(d) The model sponsor is responsible for maintaining the currency of the APA assessment, including making appropriate changes to the assessment tasks and/or to the scoring rubrics and associated program and candidate materials, as directed by the Commission when necessitated by changes in TK-12 standards and/or in teacher or administrator preparation standards or expectations.
- 3(e) The model sponsor must define the retake policies for candidates who fail one or more parts of the APA which preserve the reliability and validity of the assessment results. The retake policies must include whether the task(s) on which the candidate was not successful must be retaken in whole or in part, with appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring by a second assessor and what the resubmitted response must include.

### **Staff Recommendation**

- (1) That the Commission adopt the draft APA Assessment Design Standards.
- (2) That the Commission allow program sponsors to design and develop alternative APAs and submit them for review and Commission approval under the APA Design Standards.

### **Part III: APA Implementation Standards**

Program Implementation Standards speak to the responsibility of program sponsors for embedding the performance assessment into their programs. At this time, the Commission is asked to approve the Implementation Standards for use during the development, piloting and field testing of the APA. Once field testing is completed in spring of 2018, final Implementation Standards will be brought to the Commission for review and adoption. A draft set of APA Program Implementation Standards based on and modeled after the adopted TPA Program Implementation Standards is included below.

#### **Draft Preliminary Administrator Preparation Program Implementation Standards**

##### **Standard 1: Implementation of the Administrator Performance Assessment (APA): Program Administration Processes**

The program requires program faculty (including full time, adjunct, and other individuals providing instructional services to candidates within the program) to become knowledgeable about the APA and the APA process so that they can appropriately prepare candidates for the assessment and also use APA data for program improvement purposes.

##### **Required Elements for Standard 1: APA Program Administration Processes**

- 1(a) The program identifies one or more individuals responsible for supporting implementing the APA in accordance with implementation requirements.
- 1(b) If the APA requires a video or other media evidence, the program places candidates only in fieldwork placements where the candidate is able to record his/her administration activities. The program assures that each school or district where the candidate is placed has a video or media

recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video or media policies for the APA task requiring a video or other media evidence, and maintains records of this affirmation for a full accreditation cycle.

- 1(c) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score APA responses from the program's candidates.
- 1(d) The program maintains program level and candidate level APA data, including but not limited to individual and aggregated results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes.
- 1(e) The program assures that candidates understand the appropriate use of materials submitted as part of their APA responses, the appropriate use of their individual performance data, privacy considerations relating to the use of candidate data, and the prohibition of posting any APA-related assessment materials, including candidate responses, video or other media on the internet and on social media sites.
- 1(f) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all APA training materials, including all print, online, video and other media, and assessor materials which may be in the program's possession.
- 1(g) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment. Candidate appeals granted a second scoring are scored by a new assessor unfamiliar with the candidate or candidate response.

**Standard 2: Implementation of the Administrator Performance Assessment:  
Candidate Preparation and Support**

The administrator preparation program assures that each candidate receives clear and accurate information about the nature of the tasks within the Administrator Performance Assessment and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the APA tasks/activities. The program assures that candidates understand that all responses to the APA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with assessment guidelines.

2(a) The program implements as indicated below the following support activities for candidates:

These activities constitute **required** forms of support for candidates within the APA process:

- Providing candidates with access to handbooks and other explanatory materials about the APA and expectations for candidate performance on the assessment
- Explaining APA tasks and scoring rubrics

- Engaging candidates in formative experiences aligned with a APA (e.g., fieldwork assignments, observing, analyzing, and reviewing teacher classroom performance, and performing other administrative tasks during coursework and/or fieldwork)
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring

These activities constitute **acceptable, but not required** forms of support for candidates within the APA process:

- Guiding discussions about the APA tasks and scoring rubrics
- Providing support documents such as advice on making good choices about what to use within the assessment responses
- Using APA scoring rubrics on assignments other than the candidate responses submitted for scoring
- Asking probing questions about candidate draft APA responses, without providing direct edits or specific suggestions about the candidate's work
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video or other media portion of the assessment, if the APA contains a video or other media requirement

These activities constitute **unacceptable** forms of support for candidates within the APA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment)
- Providing specific critique of candidate responses that suggests alternative responses, prior to submission for official scoring
- If a video or other types of media are part of the APA, telling candidates which recordings (evidence) to select for submission Uploading candidate APA responses (written responses, video, or other media entries) on public access social media websites

2(b) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the APA. The feedback includes information relative to candidate demonstration of competency on the domains of the CAPEs.

2(c) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the APA for a preliminary administrative services credential and have met all credential requirements.

**Standard 3: Implementation of the Administrator Performance Assessment:  
Assessor Qualifications, Training, and Scoring Reliability**

3(a) The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option that meets selection criteria established by



the Commission. The selection criteria include but are not limited to administrative expertise in the content areas assessed within the APA. The model sponsor is responsible for training, calibration, and scoring reliability for all assessors in both local and centralized scoring options. All potential APA assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

**Staff Recommendation**

That the Commission approve the APA Implementation Standards for use during the development, piloting, and field testing of the APA.

**Next Steps**

If the Commission approves the reorganization of the CAPEs to better align with the CPSEL and directs staff to work with stakeholders on proposed edits to the CAPEs, staff will continue to refine and circulate for review the draft CAPEs and return at a future meeting with revised language for the Commission's consideration and adoption. If the Commission adopts the APA Design Standards and approves in concept the APA Implementation Standards, staff will determine an appropriate procurement process to select an entity or entities to develop the Commission sponsored APA. Staff will continue to provide updates to the Commission on the work to develop the Commission's Administrator Performance Assessment.



Appendix A

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<b>CPSEL STANDARD 1: DEVELOPMENT &amp; IMPLEMENTATION OF A SHARED VISION</b> <b>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</b>			
<p>A-1 Major theories and concepts in educational leadership</p> <p>A-2 Relationships between leadership theory and practice in the context of contemporary educational issues in California</p> <p>A-3 Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies</p> <p>A-4 Components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students</p> <p>A-5 Skills and strategies for facilitating the alignment of the school’s vision with the LEA’s vision and goals</p> <p>A-6 Identify and understand the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and</p>	<p><b>1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency’s Overall Vision and Goals</b></p> <p>The principal is able to facilitate the development of a vision of teaching and learning specific to the school and its political, social, economic, and cultural context that is consistent with the local education agency’s vision and goals. The vision is student-centered and based in data from multiple sources. The principal facilitates the development of a mission statement to help guide the school community towards implementation of the vision. School program, plans and activities are integrated, articulated through the grades, and consistent with the vision.</p>	<p><b>1A: Student–Centered Vision</b></p> <p>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><b>2: Developing a Shared Commitment to the Vision</b></p>	<p><b>1B: Developing Shared Vision</b></p> <p>Leaders engage others in a collaborative process to develop a</p>	<p><i>1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.</i></p>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>how to respond to and influence these contexts</p> <p>A-7 Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components</p> <p>A-8 The relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education for all students</p> <p>A-9 Examine and respond to equity issues related to race, diversity, and access, using inclusive practices</p> <p>A-10 Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers</p> <p>A-11 Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision</p> <p>A-12 Facilitate the comprehensive integration of technology to</p>	<p><b>Among All Members of the School Community</b></p> <p>The principal works collaboratively with all members of the school community to develop a shared commitment to the achievement of the school's vision. The principal understands the nature of school governance in California, including the roles, responsibilities and relationships of the individual and organizational entities within the California educational system. The principal communicates effectively with various audiences and for various educational purposes, including consensus building and decision making, to help promote a shared sense of responsibility for the school mission and vision.</p>	<p>vision of teaching and learning that is shared and supported by all stakeholders.</p>	<p><i>1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.</i></p> <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><b>3: Leading by Example to Promote Implementation of the Vision</b></p> <p>The principal examines and responds to equity issues related to race, diversity, and access in order to help the school achieve the mission</p>	<p><b>1C: Vision Planning and Implementation</b></p> <p>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,</i></p>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
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<p>support achievement of the vision</p> <p>A-13 Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness</p> <p>A-14 Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups</p> <p>A-15 The importance of communicating information about the school on a regular and predictable basis to all families through a variety of media, and ensuring that all constituents have ample access to information sources</p> <p>A-16 Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making</p> <p>A-17 Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator</p> <p>A-18 Understand the roles of a broad range of support staff</p>	<p>and vision. The principal identifies potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers. The principal holds him/herself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness.</p> <p><b>4: Sharing Leadership with Others in the School Community</b></p> <p>The principal build trust and provides opportunities for shared and distributed leadership among all members of the school community, and promotes opportunities for all members of the school community to engage in shared decision making and problem solving in support of the school's vision and student learning.</p>		<p><i>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>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>and mental health professionals.</p> <p>A-19 Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals</p> <p>A-20 Understand how to identify and access resources to help address difficult or complex</p>			
<p><b>CPSEL STANDARD 2: INSTRUCTIONAL LEADERSHIP</b></p> <p><b>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</b></p>			
<p>B-2 Recognize and identify mental health conditions that support or hinder student achievement.</p> <p>B-3 California’s K-12 student academic content standards and state-adopted assessment systems for measuring student performance</p> <p>B-4 K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the</p>	<p><b>5: Promoting Implementation of TK-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Equitable Content Instruction for all students</b></p> <p>The principal is knowledgeable about all of the K-12 student academic content standards and the appropriate pedagogical skills for teaching the content of the standards to K-12 students. As the instructional leader of the school, the principal promotes the use of the state-adopted K-12 standards as the primary basis for classroom instruction and</p>	<p><b>2A: Professional Learning Culture</b></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>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>educational program for all teachers and student</p> <p>B-5 Teacher observation and evaluation systems grounded in standards-based teaching and learning</p> <p>B-6 Appropriate and “best” instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented</p> <p>B-7 Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice</p> <p>B-9 Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments</p> <p>B-10 Promote student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum</p> <p>B-13 Barriers to learning such as discriminatory practices,</p>	<p>for student assessments. The principal helps teachers, students, parents, and community members understand the K-12 standards and their relationship to accomplishing the school’s vision and goals. The principal understands and can articulate principles of effective instruction and appropriate student assessment processes. The principal is also knowledgeable about the state’s student assessment program and can explain the intended outcomes to staff, students, parents and the community. The principal identifies and takes action to mitigate potential and actual barriers to student learning.</p>		
	<p><b>6: Evaluating, Analyzing, and Providing Feedback about the Effectiveness of Instruction to Promote Equitable Student Learning</b></p> <p>The principal uses his/her knowledge of the K-12 student academic content standards and appropriate instructional practices to</p>	<p><b>2B: Curriculum and Instruction</b></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> <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>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>personal and institutional bias and steps to minimize or eliminate these barriers</p> <p>B-17 Induction programs for beginning teachers, including BTSA</p> <p>B-18 Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</p> <p>B-20 Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection, self-assessment and self-directed change and improvement</p> <p>B-21 Effective uses of staff time for purposes of professional development for both individual and school purposes and goals</p> <p>B-23 Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals</p>	<p>observe and evaluate classroom planning and instruction in accordance with LEA policy and practices. As part of the evaluation process, the principal analyzes evidence of teacher effectiveness based on student work and student learning outcomes. The principal communicates evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices. The principal models self-reflection and use of evidence to help teachers develop these skills and practices as part of their daily planning, instruction, and assessment activities with students. The principal uses his/her knowledge of available instructional resources and technologies to help provide support for improvements in teaching and learning based on teacher and student needs. The principal is knowledgeable about valid student assessment processes and the development and use of appropriate classroom</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>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
and that facilitate active learning and promote student reflection and inquiry	assessment measures within a multiple measures, data-driven decision making process.		
<p>B-24 Understands how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration</p> <p>B-25 Policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students</p> <p>C-1 Theories and strategies for instituting, managing, and evaluating a school change process</p> <p>C-2 Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs</p>	<p><b>7 (formerly 9): Working with Others to Identify Diverse Student and School Needs and Developing a Comprehensive Data-Based School Growth Plan</b></p> <p>The principal understands and implements strategies to institute, manage, and evaluate a school change process, including facilitating the development of a data-based school growth plan. The principal involves, encourages and supports multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff and community goals for continuous improvement, and collaboratively design the school growth plan consistent with the school’s vision and goals. The principal uses technology effectively to help support and manage the school growth and improvement processes.</p>	<p><b>2C: Assessment and Accountability</b></p> <p>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>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>C-3 Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation</p> <p>C-9 Strategies for continuous progress monitoring of the school's growth plan and outcomes, and for using those data for updating the school growth plan as needed</p> <p>D-1 Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan</p> <p>D-2 Skills and strategies for providing opportunities for all staff to develop and use</p>	<p><b>8 (formerly 10): Identifying Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement</b></p> <p>The principal is knowledgeable about theories and strategies as well as best practices related to school improvement and the management of change to accomplish the school growth plan. The principal determines an appropriate evaluation process to document progress towards achieving the school growth plan and is able to work collaboratively with others to identify and make needed changes based on multiple sources of data, including student outcomes.</p> <p><b>9 (formerly 12): Developing a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes</b></p> <p>The principal uses strategies for continuous progress monitoring of the school's growth plan and outcomes, and collaboratively engages others in the school community in using those</p>		



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Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation</p> <p>D-4 Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.</p> <p>D-5 Understand how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</p> <p>D-6 Understand how to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals</p>	<p>data for updating the school growth plan as needed. The principal engages all members of the school community on an ongoing basis in reflecting about student outcomes.</p> <p><b>10 (formerly 14): Coaching Teachers Improve Their Individual Professional Practice Through Professional Growth Activities</b></p> <p>The principal is knowledgeable about adult learning principles and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional growth activities for teachers. Professional growth activities are focused on authentic situations and problems and on improving student learning outcomes consistent with the school growth plan. The principal is knowledgeable about induction programs and support systems for beginning teachers, and about individualized teacher support processes such as mentoring and coaching. The principal uses data effectively to collaboratively design</p>		

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>D-7 Strategies for building individual staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment</p> <p>D-9 Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth</p> <p>D-10 Understand how to support, motivate, and provide recognition to staff at various stages in career development</p>	<p>differentiated professional development to meet the needs of individual teachers as well as overall school improvement goals.</p>		
	<p><b>11 (formerly 15): Identifying Professional and Personal Growth Opportunities for All Members of the School Community</b></p> <p>The principal involves all members of the school community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills. The principal is knowledgeable about and actively seeks resources for accessing and providing a variety of professional and personal growth opportunities for all members of the school community.</p>		

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<b>CPSEL STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT</b> <b>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</b>			
<p>C-4 Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school's vision and goals</p> <p>C-5 Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes</p> <p>C-6 Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and</p>	<p><b>12 (formerly 11): Identifying Available Human, Fiscal, and Material Resources to Implement the School Growth Plan</b></p> <p>The principal is knowledgeable about a wide range of resources to help implement the school growth plan, including but not limited to human, fiscal, and material resources. The principal identifies and seeks additional resources as needed from a variety of sources both within and outside of the local community to support the implementation of the school growth plan.</p>	<p><b>3A: Operations and Facilities</b></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 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><b>13 (formerly 16): Understanding the Complex Interaction of the School's Systems</b></p> <p>The principal understands how to apply systems thinking to set priorities and manage organizational complexity. The principal applies research-based strategies and best practices for establishing,</p>	<p><b>3B: Plans and Procedures</b></p> <p>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>

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<p>engaging with the community in ongoing reflection relative to student outcomes</p> <p>C-7 Use time and technology effectively to help manage the school improvement process</p> <p>C-8 Understand how to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan</p> <p>E-4 Understand and apply principles of conflict resolution, student discipline, school disciplinary procedures, including manifestation determination for serious offenses and overall management of the school climate to promote a school culture that is safe and welcoming for all students</p> <p>E-5 Understand school-wide intervention strategies</p> <p>E-8 Understand, develop, and monitor the school's budget and expenditures, including</p>	<p>monitoring, and evaluating organizational structures, processes and systems that promote a culture of collaboration and respect, and that maintain a focus on continuous improvement and enhanced achievement for all student groups. The principal understands how to use technology effectively to facilitate communication, manage information, enhance collaboration, and support effective management of the organization. The principal has the skills and strategies to coordinate and align human resources within the school context, including making appropriate staffing and teacher placement decisions to support organizational goals and promote equitable learning opportunities for all student groups. The principal understands strategies for allocating and using space to meet instructional needs and accommodate a variety of learning programs as well as co-curricular programs. The principal recognizes and addresses potential personal</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>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)</p> <p>E-9 Prioritize use of school resources, including the budget, to support the school’s vision, goals, and growth plan</p> <p>E-11 Understand how to apply systems thinking to set priorities and manage organizational complexity</p> <p>E-12 Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization</p> <p>E-13 Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff</p> <p>E-18 Practices and procedures (e.g., record keeping, repair</p>	<p>biases as well as potential and actual inequities within the educational system and the school site that can negatively impact student achievement, such as, the effect of class scheduling on student achievement and on equitable access to learning opportunities for all students, including English Learners and students with special needs.</p>		
	<p><b>14 (formerly 17): Developing, Implementing, and Monitoring the School’s Budget</b></p> <p>The principal understands school finance in California, including relevant laws and regulations. The principal works collaboratively with others in the school community to develop, implement and monitor the school’s budget and expenditures, and reports accurate and timely fiscal information to the LEA and the school community. The principal prioritizes the use of school resources, including the budget, to support the school’s vision, goals, and growth plan.</p>	<p><b>3C: Climate</b></p> <p>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, 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>The principal understands financial recordkeeping and</p>	<p><b>3D: Fiscal and Human Resources</b></p> <p>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>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment</p> <p>E-20 Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students</p> <p>E-21 Understand the effective use of outside support organizations for student health, safety, and well-being</p> <p>E-22 Space to meet instructional needs and accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs)</p> <p>E-23 Use of technological systems and tools to support the management of school operations</p>	<p>accounting processes, and the use of current technologies for financial management and business procedures.</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>

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Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>E-24 Procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and state regulations related to food services, health services, student transportation, free and reduced-price meals)</p> <p>E-25 Understand how to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups</p> <p>E-26 Types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures</p> <p>E-27 Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events.</p>			

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<b>CPSEL STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT</b>			
<b>Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</b>			
<p>B-30 Strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community</p> <p>B-8 Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions</p> <p>B-11 Valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning</p> <p>B-12 Understand the purpose, role and use of multiple assessments to continuously evaluate student learning</p> <p>B-15 Skills and strategies for engaging all</p>	<p><b>15 (formerly CAPE 8): Communicating With the Diverse School Community about Schoolwide Outcomes Data and Improvement Goals</b></p> <p>The principal communicates the school’s improvement goals to students, teachers, parents, and the community and engages in ongoing dialogue with all members of the school community about progress towards meeting the goals. The principal identifies, collects, analyzes, and uses multiple sources of data to provide information for decision making in a variety of contexts, including but not limited to student achievement, teacher professional learning, the school climate, and the school’s progress in achieving its goals. The principal organizes data relating to achieving schoolwide goals and outcomes in a manner understandable to students, teachers, parents and the</p>	<p><b>4A: Parent and Family Engagement</b></p> <p>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>



California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>parents/guardians in the instructional program and in behavior management systems in ways that support high expectations</p> <p>B-16 Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes</p> <p>B-19 Effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals</p> <p>B-26 Understand and maximize the relationships between student behavior management systems and student success</p> <p>B-27 Understand how to develop and implement positive and equitable behavior management systems that promote and support a</p>	<p>community, and analyzes the data to indicate the degree of progress being made towards the school's goals. The principal presents and discusses these data, including but not limited to standardized achievement data, classroom and other local assessments, with all members of the school community. The principal helps all members of the school community articulate revised school improvement goals based on continuous data analysis and reporting.</p> <p><b>16 (formerly 20): Involving the Community in the School's Vision and Goals</b> The principal understands the multiple connections between the school, families and the community. The principal encourages the involvement of the entire school community in working towards achieving the school's mission, vision and goals. The principal understands and addresses the diverse expectations, needs, aspirations, and goals of family and community groups and uses this knowledge as a basis</p>	<p><b>4B: Community Partnerships</b> 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> <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>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>collaborative, positive culture of learning</p> <p>D-11 Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills</p> <p>E-10 Research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups</p> <p>B-31 Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians</p> <p>B-32 Identify and recognize discriminatory practices in education and how to</p>	<p>for planning and decision making. The principal understands and uses communication strategies effectively to reach out to the broader community, including families, agencies, and community organizations, to promote educational and organizational improvement. The principal demonstrates skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community.</p>		
		<p><b>4C: Community Resources and Services</b>  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>

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Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>identify, analyze, minimize, and eliminate potential personal and institutional bias</p> <p>F-1 Defining an inclusive “school community”</p> <p>F-2 Understand the multiple connections between school, families, and the community</p> <p>F-3 Skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision</p> <p>F-4 Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups</p> <p>F-5 How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making</p> <p>F-6 Skills and strategies for trust building, team building,</p>			

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Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community F-7 Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change.			
<b>CPSEL STANDARD 5: ETHICS AND INTEGRITY</b> <b>Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.</b>			
B-1 Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups. B-14 Knowledge of appropriate, effective college and career readiness and co-curricular activities B-22 Strategies for self-improvement and planning for continuous learning in order to serve as a role model for others B-28 Understand how to establish a culture of	<b>17 (formerly 7): Understanding the School and Community Context to Create an Inclusive School Environment</b> The principal understands the demographics of the school community, including socioeconomic context, students and family characteristics, cultural and linguistic diversity, and political issues and uses this knowledge to help improve teaching and learning. The principal is knowledgeable about both culturally-relevant instructional practices and instructional practices grounded in first and second	<b>5A: Reflective Practice</b> Leaders act upon a personal code of ethics that requires continuous reflection and learning.	<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> <i>5A-2 Reflect on areas for improvement and take responsibility for change and growth.</i> <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> <i>5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.</i> <i>5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</i>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning</p> <p>B-29 Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions</p> <p>D-3 Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one's own performance</p> <p>D-8 Model how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others</p>	<p>language acquisition theories to support effective instruction for English learners, economically, culturally, and/or linguistically diverse students, and students with special needs, and others. The principal helps teachers and staff access community resources, including parents and other community members, to promote learning about students and families, and to promote culturally and linguistically inclusive instructional practices. The principal helps teachers, staff, and others understand the political factors within the community that may affect the school's instructional program, and is proactive in providing information about the schools, its needs and accomplishments, within the larger political environment. The principal understands how classroom structures, school and class scheduling, and grouping practices affect student learning.</p>		

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Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
	<p><b>18 (formerly 13): Modeling Life-Long Learning and Job-Related Professional Growth</b></p> <p>The principal models his/her own self-improvement and professional learning and growth activities, and demonstrates monitoring of improvement in his/her own performance over time. The principal uses multiple sources of data to help inform his/her own job-related professional growth plan. The principal understands how to support, motivate, and provide recognition to staff at various stages in their professional careers.</p>	<p><b>5B: Ethical Decision-Making</b></p> <p>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> <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><b>5C: Ethical Action</b></p> <p>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>

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Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<b>CPSEL STANDARD 6: EXTERNAL CONTEXT AND POLICY</b>			
<b>Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</b>			
<p>E-1 Understand federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process</p> <p>E-2 School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)</p> <p>E-3 Understand constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment) in various educational contexts and the role of the educational administrator in monitoring and ensuring compliance with these rights and protections</p> <p>E-6 Understand legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the</p>	<p><b>19 (formerly 18): Understanding School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations</b></p> <p>The principal understands and implements federal, state, and local laws, regulations and guidelines relating to public schools and the educational process. The principal understands constitutional and related legal rights and protections for students and staff and the administrator's role in monitoring and ensuring compliance with these rights and protections. The principal understands legal issues and responsibilities related to evolving technologies and the use of technology within the instructional system. The principal implements legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff. Where applicable, the principal</p>	<p><b>6A: Understanding and Communicating Policy</b></p> <p>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>

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Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>safe and appropriate use of information technology, promoting responsible use of technology)</p> <p>E-7 Understand how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements</p> <p>E-14 Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff</p> <p>E-15 Skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning</p>	<p>establishes legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff. The principal understands processes of labor relations and collective bargaining in California, and contract implementation and management in the local setting. The principal ensures that school practices and procedures meet legal maintenance, health and safety requirements, including ensuring student and staff safety, building security, crisis planning, and emergency management. Where applicable, the principal understands and implements legal requirements relating to procedures and practices for managing auxiliary services such as food service and student transportation. The principal understands strategies for responding effectively to unpredictable circumstances or unintended consequences of decisions and/or school events.</p>		



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Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>opportunities for all student groups</p> <p>E=16 Understand processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting</p> <p>E-17 Understand how to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools</p> <p>E-19 Legal and policy requirements related to school safety and how to develop and implement district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management</p> <p>F-8 Strategies for reaching out to the broader community, including families, agencies, and community</p>	<p><b>20 (formerly 19): Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public</b></p> <p>The principal serves as the spokesperson for the school, its accomplishments and its needs, and advocates for the school within the school community as well as to the external community and the public. The principal demonstrates public speaking, presentation, diplomacy, writing and advocacy skills necessary to represent and promote the school, its accomplishments and its needs to a wide variety of audiences and contexts.</p>	<p><b>6B: Professional Influence</b></p> <p>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, 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><b>6C: Policy Engagement</b></p> <p>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>

California Preliminary Administrator Expectations		California Professional Standards for Education Leaders (CPSEL)	
Content Expectations (CACEs)	Performance Expectations (CAPEs)	Element	Example Indicators
<p>organizations, to promote the health, safety, and well-being of all students</p> <p>F-9 Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs</p> <p>F-10 Expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs</p>			

## Appendix B: CAPE/CPSEL Alignment Chart with Proposed Edits

California Administrator Performance Expectations	California Professional Standards for Education Leaders
<b>STANDARD 1: DEVELOPMENT &amp; IMPLEMENTATION OF A SHARED VISION</b>	
<p><b>CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency’s Overall Vision and Goals</b></p> <p>The candidate is able to facilitate the development of a vision of teaching and learning specific to the school and its political, social, economic, and cultural context that is consistent with the local education agency’s vision and goals. The vision is student-centered and based on data from multiple sources. The candidate facilitates the development of a mission statement to help guide the school community towards implementation of the vision. School program, plans and activities are integrated, articulated through the grades, and consistent with the vision.</p>	<p><b>Standard 1: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</b></p> <p><b>Element 1A: Student–Centered Vision</b></p> <p>Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</p> <p><b>Example Indicators:</b></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><b>CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community</b></p> <p>The candidate works collaboratively with all members of the school community to develop a shared commitment to the achievement of the school’s vision. The candidate understands the nature of school governance in California, including the roles, responsibilities, and relationships of the individual and organizational entities within the California educational system. The candidate communicates effectively with various audiences and for various educational purposes, including consensus building and decision making, to help promote a shared sense of responsibility for the school mission and vision.</p>	<p><b>Element 1B: Developing Shared Vision</b></p> <p>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><b>Example Indicators:</b></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> <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><b>CAPE 3: Leading by Example to Promote Implementation of the Vision</b></p> <p>The candidate examines <b>uses evidence</b> and responds to equity issues related to race, diversity, and access in order to help the school achieve the mission and vision. The candidate identifies potential <b>individual, institutional,</b></p>	

California Administrator Performance Expectations	California Professional Standards for Education Leaders
<p>organizational, academic, behavioral, social-emotional, physical and mental health barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers. The candidate holds him/herself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness.</p>	<p><b>Element 1C: Vision Planning and Implementation</b> Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</p> <p><b>Example Indicators:</b></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>
<p><b>CAPE 4: Sharing Leadership of the Vision with Others in the School Community</b> The candidate knows trust-building strategies and provide opportunities for shared and distributed leadership among all members of the school community, and promotes opportunities for all members of the school community to engage in shared decision making and problem solving in support of the school’s vision and student learning.</p>	
<b>STANDARD 2: INSTRUCTIONAL LEADERSHIP</b>	
<p><b>CAPE 5: Promoting Implementation of TK-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Equitable Content Instruction for all students</b> The candidate is knowledgeable about and supports the adopted California state standards and curriculum frameworks and high expectations for all students. The candidate understands the appropriate pedagogical skills and effective instruction for teaching the content of the standards to TK-12 students. The candidate is also knowledgeable about the state’s student assessment program and its processes, The candidate identifies appropriate action to mitigate potential and actual barriers to student learning.</p>	<p><b>Standard 2: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</b></p> <p><b>Element 2A: Professional Learning Culture</b> 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><b>Example Indicators:</b></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</i></p>
<p><b>CAPE 6: Evaluating, Analyzing, and Providing Feedback about the Effectiveness of Instruction to Promote Equitable Student Learning</b> The candidate uses knowledge of the TK-12 student academic content standards and</p>	

California Administrator Performance Expectations	California Professional Standards for Education Leaders
<p>curriculum frameworks, and California Standards for the Teaching Profession (CSTP) to <b>understand the</b> observation and evaluation of teaching practice in accordance with LEA policy and practices. As part of the evaluation process, the candidate analyzes evidence of teacher effectiveness based on student work and student learning outcomes. The candidate <b>understands how to</b> communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices. The candidate models self-reflection and use of evidence, including student work, available instructional resources and technologies, to help teachers develop the skills and practices of the CSTP.</p> <p>The candidate is knowledgeable about <b>the development and use of multiple types of evidence-based assessment measures and processes to determine student academic growth.</b></p>	<p><i>and processes that promote collaborative inquiry and problem solving.</i></p> <p><b>Element 2B: Curriculum and Instruction</b>  Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.</p> <p><b>Example Indicators:</b></p> <p><i>2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.</i></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><b>Element 2C: Assessment and Accountability</b>  Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.</p> <p><b>Example Indicators:</b></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><b>CAPE 7 (formerly CAPE 9): Working with Others to Identify Diverse Student and School Needs and Developing a Comprehensive Data-Based School Growth Plan</b></p> <p>The candidate understands a range of strategies to institute, manage, and evaluate a school change process, including facilitating the development of a data-based school growth plan. The candidate involves, encourages and supports multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff and community goals for continuous improvement, and collaboratively design the school growth plan consistent with the school’s vision and goals.</p>	
<p><b>CAPE 8 (formerly CAPE 10): Identifying Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement</b></p> <p>The candidate is knowledgeable about theories and strategies as well as best practices related to school improvement and the management of change to accomplish the school growth plan <b>that promotes equitable schooling for all</b></p>	

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<p><b>students.</b> The candidate identifies appropriate evaluation processes to document progress towards achieving the school growth plan and is able to work collaboratively with others to identify and make needed changes based on multiple sources of data, including student outcomes.</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>
<p><b>CAPE 9 (formerly CAPE 12): Developing a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes</b></p> <p>The candidate is knowledgeable about strategies for monitoring continuous progress of the school’s growth plan <b>that promotes equitable schooling for all students.</b> The candidate engages all members of the school community in using data to update the school growth plan.</p>	
<p><i>14 (add "teachers" to CAPE 15 and eliminate this CAPE?)</i></p> <p><b>CAPE 10 (formerly CAPE 14): Coaching Teachers Improve Their Individual Professional Practice Through Professional Learning Activities</b></p> <p>The candidate is knowledgeable about adult learning theories and professional growth activities, focused on improving student learning outcomes consistent with the school growth plan. The candidate is knowledgeable about teacher preparation requirements, the purpose of induction programs, the CSTP, and differentiated professional <b>learning</b> to meet the needs of individual teachers.</p>	
<p><b>CAPE 11 (formerly CAPE 15): Identifying Professional and Personal Growth Opportunities for All Members of the School Community</b></p> <p>The candidate involves all members of the school community in identifying, and <b>engaging in</b> targeted professional growth activities to increase adults’ knowledge and skills in supporting student achievement. The candidate seeks resources for accessing and providing professional growth activities.</p>	



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<b>STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT</b>	
<p><b>CAPE 12 (formerly CAPE 11): Identifying Available Human, Fiscal, and Material Resources to Implement the School Growth Plan</b></p> <p>The candidate is knowledgeable about a wide range of resources to help implement the school growth plan <b>that promotes equitable schooling to meet the academic, linguistic, cultural, social-emotional, and physical health needs of all students.</b> The candidate identifies additional human, fiscal, and material resources both within and outside of the school community to support the implementation of the school growth plan.</p>	<p><b>Standard 3: Education leaders manage the organization to cultivate a safe and productive learning and working environment.</b></p> <p><b>Element 3A: Operations and Facilities</b> Leaders provide and oversee a functional, safe, and clean learning environment.</p> <p><b>Example Indicators:</b></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 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><b>Element 3B: Plans and Procedures</b> Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</p> <p><b>Example Indicators:</b></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><b>CAPE 13 (formerly CAPE 16): Understanding the Complex Interaction of the School's Systems</b></p> <p>The candidate understands how to set priorities and manage organizational complexity. The candidate applies research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes and systems that promote a culture of collaboration and respect. The candidate understands how to facilitate communication, manage information, enhance collaboration, and support effective management of the organization through the establishment of a digital community. The candidate understands how to coordinate and align human resources and physical space within the school context, to support organizational goals and promote equitable learning opportunities for all student groups. The candidate <b>understands the principles of positive behavior and conflict resolution, restorative justice, and</b> recognizes and addresses personal and institutional biases and inequities within the educational system and the school site that can negatively impact student achievement.</p>	

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<p><b>CAPE 14 (formerly CAPE 17): Developing, Implementing, and Monitoring the School's Budget</b></p> <p>The candidate understands school finance in California, including relevant laws and regulations. The candidate prioritizes the use of school resources to support the school's <a href="#">vision and growth plan</a>. The candidate works collaboratively with others in the school community to understand, monitor, and report on the school's budget and expenditures, to the LEA and the school community. The candidate is aware of financial recordkeeping and accounting processes, and the use of current technologies for financial management and business procedures.</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><b>Element 3C: Climate</b>  Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</p> <p><b>Example Indicators:</b></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, 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><b>Element 3D: Fiscal and Human Resources</b>  Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</p> <p><b>Example Indicators:</b></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>



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	<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>
<b>STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT</b>	
<p><b>CAPE 15 (formerly CAPE 8): Communicating With the <b>Diverse</b> School Community about Schoolwide Outcomes Data and Improvement Goals</b></p> <p>The candidate communicates the school’s improvement goals and engages in ongoing dialogue with all members of the school community about progress and revisions in meeting the school goals. The candidate identifies, collects, analyzes, organizes, and uses multiple sources of data to provide information for decision-making, in a manner understandable to all. The candidates analyzes the data to indicate the degree of progress being made towards the school’s goals and shares in a variety of contexts.</p>	<p><b>Standard 4: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</b></p> <p><b>Element 4A: Parent and Family Engagement</b> Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</p> <p><b>Example Indicators:</b></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><b>CAPE 16 (formerly CAPE 20) Involving the Community in the School’s Vision and Goals</b></p> <p>The candidate understands and addresses the diverse expectations, needs, aspirations, and goals of family and community groups and uses this knowledge as a basis for planning and decision-making.</p> <p>The candidate demonstrates skills and strategies for trust- and team- building, consensus, and conflict resolution to promote a sense of shared responsibility in achieving the school's vision and goals.</p>	

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	<p><b>Element 4B: Community Partnerships</b>  Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</p> <p><b>Example Indicators:</b></p> <p><i>4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.</i></p> <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><b>Element 4C: Community Resources and Services</b>  Leaders leverage and integrate community resources and services to meet the varied needs of all students.</p> <p><b>Example Indicators:</b></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>
<b>STANDARD 5: ETHICS AND INTEGRITY</b>	
<b>CAPE 17 (formerly CAPE 7): Understanding the School and Community Context to Create an Inclusive School Environment</b>	<b>Standard 5: Education leaders make decisions, model, and behave in ways that demonstrate professionalism,</b>

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<p>The candidate understands the demographics of the school community, including socioeconomic context, students and family characteristics, cultural and linguistic diversity, and political issues uses this knowledge to <b>develop plans that focus on</b> improving teaching and learning. The candidate understands the affects of classroom structures, school and class scheduling, and grouping practices on student learning. The candidate is knowledgeable about both culturally-relevant instructional practices to support effective instruction for English learners, students with special needs, and others. The candidate helps teachers and staff <b>identify</b> community resources <b>that</b> promote culturally and linguistically inclusive instructional practices.</p>	<p><b>ethics, integrity, justice, and equity and hold staff to the same standard.</b></p> <p><b>Element 5A: Reflective Practice</b>  Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p> <p><b>Example Indicators:</b></p> <ul style="list-style-type: none"> <li><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></li> <li><i>5A-2 Reflect on areas for improvement and take responsibility for change and growth.</i></li> <li><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></li> <li><i>5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.</i></li> <li><i>5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</i></li> </ul> <p><b>Element 5B: Ethical Decision-Making</b>  Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p> <p><b>Example Indicators:</b></p> <ul style="list-style-type: none"> <li><i>5B-1 Consider and evaluate the potential moral and legal consequences of decisions.</i></li> <li><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></li> <li><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></li> </ul>
<p><b>CAPE 18 (formerly CAPE 13): Modeling Life-Long Learning and Job-Related Professional Growth</b></p> <p>The candidate models <b>and reflects on</b> professional growth over time. The candidate uses multiple sources of data to help inform his/her own job-related professional growth plan.</p>	

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	<p><i>5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.</i></p> <p><b>Element 5C: Ethical Action</b>  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><b>Example Indicators:</b></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>
<b>STANDARD 6: EXTERNAL CONTEXT AND POLICY</b>	
<p><b>CAPE 19 (formerly CAPE 18): Understanding Local State, and Federal Laws, Regulations, and Guidelines</b></p> <p>The candidate understands federal, state, and local laws, regulations and guidelines relating to public schools and the educational process. The candidate understands constitutional and related legal rights and protections for students and staff and the administrator’s role in monitoring and ensuring compliance with these rights and protections. The candidate understands legal issues and responsibilities related to evolving technologies and the use of technology within the instructional system. The</p>	<p><b>Standard 6: Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</b></p> <p><b>Element 6A: Understanding and Communicating Policy</b></p> <p>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</p> <p><b>Example Indicators:</b></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,</i></p>

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<p>candidate implements legal, equitable, and ethical procedures for hiring, evaluating, supervising, disciplining, and dismissing staff. The candidate understands processes of labor relations and collective bargaining in California, and contract implementation and management in the local setting. The candidate ensures that school practices and procedures meet legal maintenance, health and safety requirements.</p>	<p><i>legislators and other key stakeholders in making education policy.</i></p> <p>6A-3 <i>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>6A-4 <i>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>6A-5 <i>Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.</i></p>
<p><b>CAPE 20 (formerly CAPE 19): Representing and Promoting the School’s Accomplishments and Needs to the LEA and the Public</b></p> <p>The candidate understands that the site administrator is the spokesperson for the school. The candidate engages in public speaking and presentation, uses diplomacy, writing and advocacy skills and share accomplishments and needs to a range of diverse audiences in representing and promoting the school.</p>	<p><b>Element 6B: Professional Influence</b></p> <p>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><b>Example Indicators:</b></p> <p>6B-1 <i>Advocate for equity and adequacy in providing for students’ and families’ educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.</i></p> <p>6B-2 <i>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>6B-3 <i>Promote public policies that ensure the equitable distribution of resources and support services for all students.</i></p> <p><b>Element 6C: Policy Engagement</b></p> <p>Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.</p> <p><b>Example Indicators:</b></p> <p>6C-1 <i>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>

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	<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>

## Appendix C: Best Practices Forum Debrief Notes, January 15, 2016

APA Components	Notes
<p><b>Assessment Design for Validity and Fairness</b></p> <ul style="list-style-type: none"> <li>• How do you measure candidate status with respect to CAPEs? (Tasks? Rubrics? Video or other media evidence?)</li> <li>• Field placement decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Permissions for anyone being videotaped need to be gathered before videotaping</li> <li>• In the assessment piece, all are striving for performance assessment. Must be required, but caution not to make it “over the top.” Be cognizant of where the candidates are developmentally (level of competency).</li> <li>• Separate the process into what is videotaped in the program coursework and what is videotaped with children</li> <li>• Do not assess every CAPE in an APA</li> <li>• Length of time expected?</li> <li>• Field placement questions—where will it take place? Can APA be done during FW? Does it need to be a public school? If the candidate is in a teaching position, does that limit his/her possible locations?</li> <li>• Not all up-front assessment....spread throughout the program’s duration, keeping in mind what is formative and what is summative for correct placement</li> <li>• A statewide assessment will not be an all-encompassing assessment of all CAPEs....institutions can determine additional assessments and where they are placed</li> <li>• There must be a correlation between current coursework and the CAPE being measured during that semester</li> <li>• Discussion of program elements (courses, field work, assessments) in guidebooks/handbooks helps communication and preparation</li> <li>• Determination of rehearsals, coaching, remediation needs to be completed and communicated to the field</li> <li>• Separate summative from cumulative....the APA is summative</li> <li>• Define terms and continually review the definitions so that all are “on the same page” as terms are used</li> <li>• Measuring the CAPEs is different than measures or tools that align to the CAPEs. Is either approach acceptable or do we limit it to “meet the CAPEs?” If different measures are used, does the program bear the burden of showing how they ARE measuring the CAPEs?</li> <li>• Can DoP for the CAPE be developed?</li> <li>• If you have content validity, the task should be repeatable in almost any context</li> </ul>

<p><b>Assessment Design for Reliability and Fairness and Assessor Qualifications</b></p> <ul style="list-style-type: none"> <li>• Assessor selection process</li> <li>• Training and Calibration</li> <li>• Maintaining Reliability of Scores</li> <li>• Appeal process</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating formative assessments along the way helps with the development of a summative assessment, but there is also value in the incorporation of outside assessors</li> <li>• There is value in identifying CA administrators as assessors</li> <li>• Programs have different ideas of who an assessor can be. The state parameters must be flexible to allow for these differences.</li> <li>• Contextual needs of districts may influence assessor selection, roles, responsibilities</li> </ul>
<p><b>Assessment Sponsor Support Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Candidate and Faculty Support (Tasks and Rubrics, handbook, website etc.)</li> <li>• Feedback to Candidates and Faculty</li> <li>• Remediation process</li> </ul>	<ul style="list-style-type: none"> <li>• How many times may a candidate take the assessments?</li> <li>• Cost concerns should be a part of the conversation all along</li> <li>• Implementing an APA (\$) at end of the program vs. taking the CPACE examination alone (\$). These two pathways may be working at odds with each other.</li> <li>• Expand training models to include online in addition to face-to-face</li> </ul>
<p><b>Outcomes Data</b></p> <ul style="list-style-type: none"> <li>• Generation and Collection</li> <li>• Analysis</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Revised CTC accreditation system will accommodate the kinds of data that naturally arise, or some components may be adjusted in the institutions' cycle</li> <li>• Be careful in choosing data sets that are not compromised by candidates moving in-and-out of the profession</li> <li>• Overall concern that these rigorous programs can be derailed into an "examination preparation" course</li> </ul>