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# 2C

## Action

### *Educator Preparation Committee*

#### **Adoption of Revised California Administrator Performance Expectations**

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

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

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

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

#### **Strategic Plan Goal**

##### ***I. Educator Quality***

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

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# Adoption of Revised California Administrator Performance Expectations

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## Introduction

This item presents revised draft California Administrator Performance Expectations (CAPEs), aligned with the California Professional Standards for Education Leaders (CPSEL). Approval of the CAPEs will allow Commission staff, an appointed Administrator Performance Assessment (CalAPA) Design Team, and the Commission's technical contractor, Evaluation Systems group of Pearson (Evaluation Systems), to move forward with the design and development of the Commission's model APA. The Commission's model APA will be called the CalAPA. The CalAPA Design Team includes fifteen members representing the full range of administrative services preliminary preparation programs, administrator induction programs, and the geographic regions of California. A list of CalAPA Design Team members is included in Appendix A. The CalAPA Design Team was convened for its first meeting on May 26, 2016 at the Commission. The APA Design Team, Commission staff and Evaluation Systems staff will continue to meet monthly through October of 2016, and then every other month through June of 2018. Appendix B includes a graphic showing how the APA Design Team, and other teams necessary to inform the design of the APA, will interact with the Commission, Commission staff, and Evaluation Systems. Appendix C includes a timeframe for completion of this project.

## 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. The Commission adopted the APA Program and Implementation standards at its February 2016 meeting.

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 while the two sets of standards have been adopted by the Commission within the last three years,

implementation has indicated a need to bring these standards and expectations into closer alignment.

This item presents a proposed reorganization of the CAPEs that brings them into closer alignment with the CPSEL and a draft narrative text and statements that reflect edits resulting from recommendations made by stakeholders who participated in public sessions, from the April 21-22, 2016 meeting of the CAPE Alignment Team, from the May 19, 2016 meeting of the Commission's Bias Review Team, from the May 26, APA Design Team meeting, and from the preliminary analysis of data collected from the CTC's validity survey study, conducted from May 19 through May 27, 2016. (*A validity data analysis of the full set of data collected through June 3, 2016 will be provided through an in-folder item prior to the June 16, 2016 Commission meeting.*)

### **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 in APA's were appropriately aligned with the standards for the profession. Commission staff held an open meeting on January 7, 2016 at the Commission office.

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, of 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 January 2016 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 DRAFT revised CAPEs do not stand in isolation from the rest of the Administrator Preparation Standards, which also include California Administrator Content Expectations (CEs) and a set of program standards that address other aspects of preparation program quality. CEs were introduced to support programs in building syllabi for program coursework. The CEs and the CAPEs together represent the knowledge and skills expected of beginning administrators when the credential recommendation is submitted. The CPSEL reflect an advanced level of preparation, and should build from the knowledge and skill base of the CEs and CAPEs. The CAPEs will be the primary document used for the development of the CalAPA, which will follow the process described in Appendix B.

### **CAPE Alignment Design Team Meeting**

CTC staff worked with the California Comprehensive Center at (CA CC) WestEd to organize an Alignment Panel to review and propose revisions to increase the alignment of the CE, CAPEs, and CPSEL. Invitations to join the Panel were extended to program providers from UC, CSU, private universities, and County and District Offices of Education. A 2-day meeting was scheduled for April 21-22, 2016.

CA CC and Commission staff prepared for the Alignment Panel meeting, setting an agenda, creating and collecting resources and communicating with participants. Nine panelists, from County and District Office programs, UC, CSU, and a private institution (APU) participated. Three of the Panel members are also appointed to the APA Design Team. A representative from Evaluation Systems attended to observe the 2-day meeting. CA CC staff co-facilitated the meeting with Commission staff. The meeting began with a review of the Charge of the Panel and overview of the alignment process and resources.

The purpose of the Alignment Panel was to focus on improving the alignment between the CAPEs and the CPSEL. Alignment Team recommendations will be used by Commission staff and its facilitator, the CA Comprehensive Center at WestEd, to guide the final alignment revision to the CAPEs for approval by the Commission at its June 2016 meeting. Approval of the CAPEs will allow the Commission to move forward with developing an Administrator Performance Assessment that will use the CAPEs to measure preliminary candidate readiness for serving as a school leader.

Commission and CA CC staff set the stage for the alignment by describing the lens of developing a candidate from teacher to beginning administrator. Small group work involved aligning the CAPEs to the CPSEL, refining the CAPE descriptions, matching the CAPEs and the CE, and checking content, level and match for each alignment. After each step, a whole-group check-in allowed for calibration and building consensus throughout the alignments. A WestEd or Commission staff member worked with each group to ensure all updates were captured and posted in a folder created for the panel. At the end of Day 2 the group members shared thoughts, concerns and/or recommendations for going forward.

Points from the Panel for further consideration included:

- Emphasis on school administrators: APA is focused on building principals
- Make sure CAPEs are at a foundational level, not an expert level
- In a Preamble state assumptions of who the CAPEs address, levels, etc. Also distinguish conceptual and behavioral expectations (knowing and knowing how to do)
- “Student achievement” is very predominant – CPSEL also emphasized student well-being and health, and graduating college and career ready - may need to emphasize more in CAPE.

The CA CC took responsibility for the initial revisions of the CAPE document. The first step following the panel meeting was to incorporate all of the edits and suggestions into a single document. The alignment document then went through several revisions; to check for consistency of language and alignment of the CAPEs to CPSEL, add and align the CEs to the CAPEs and CPSEL, check the language of the Preparation Program Standards against the CEs and CAPEs to ensure that the standards were

represented, and an additional review for consistency throughout the document.

As a result of the Alignment Team revisions:

- 2 CAPE were deleted, and the remaining 17 CAPEs were re-ordered to better align with the CPSEL.
- Some CEs were deleted, due to redundancy, and the remaining CEs were aligned under the CPSEL and associated CAPE.

The CAPEs were then submitted to Commission staff for further review and presentation to the Commission's Bias Review Team.

### **Commission Bias Review Team Meeting**

The 17 revised CAPEs were reviewed by the Commission's Bias Review Committee on May 19, 2016. The role of the Bias Review Committee is specifically to address potential bias issues. Commission staff reviewed all committee findings and recommendations, including bias-related and content-related comments, and addressed all noted issues of potential bias by revising the CAPEs, as appropriate.

### **Administrative Services Credential Think Tank Meetings**

Six Administrative Services Credential Think Tank meetings were held in Sacramento, Madera, San Jose, Northridge, San Louis Obispo, and San Diego between May 5 and May 19, 2016. The six meetings were well attended; 73 of the 80 approved Administrative Services program sponsors were represented. Information regarding the transition to the revised program standards for both levels of preparation and the CAPE alignment process were shared. Participants were invited to complete the validity survey. Themes that emerged from the meetings were similar to what the Alignment team identified as its goals:

- Ensure the CAPEs are at a foundational level that seamlessly progress into the CPSEL
- Incorporate student well-being and health, graduating college and career ready
- Develop the APA with a focus on building principals, instructional leadership, and school leadership

### **Validity Study of the CAPEs**

Commission staff worked with its technical contractor, Evaluation Systems, to develop an online job analysis and validity survey of the 17 proposed CAPEs. The online survey was distributed to over 10,000 educators on May 19, 2016 and closed on June 3, 2016. The survey provided the opportunity for teachers, administrators, and those involved in administrator preparation at both the preliminary and induction levels, to review and provide feedback on three key questions in regard to the 17 proposed CAPEs.

Through 5-point Likert-type ratings and open-ended comments, the instrument collected judgments about each CAPE and the set of CAPEs. The three CAPE-level survey questions are listed below.

- 1) *How important are the knowledge, skills, and abilities described by this narrative for competently performing the job of a beginning administrator during the first few months of an administration job in California?*
- 2) *Do you agree that the knowledge, skills, and abilities in this CAPE are written clearly?*
- 3) *How frequently are the knowledge, skills, and abilities described by this CAPE used by a beginning administrator during the first few months of an administration job in California?*

After reviewing all 17 CAPEs, respondents were asked to make an overall rating about the set of CAPEs. The final question asked was: *How well does this set of 17 CAPEs as a whole represent important knowledge, skills, and abilities required for competent performance by beginning California school administrators during the first few months on the job?*

Respondents were asked to provide written explanations for any ratings that were not positive, for example, ratings of *no importance* or *little importance* OR *strongly disagree* or *disagree*.

Appendix D provides the revised text for CAPEs, aligned to each of the six CPSEL that were included in the Commission validity survey, conducted from May 19 through June 3, 2016.

Evaluation Systems reviewed the validity study plan and is in the process of analyzing the resulting data. The preliminary survey data set includes 1,116 respondents of which 268 were public school teachers, 777 were administrators, and 71 were administrator educators. This preliminary analysis indicates high ratings for all CAPEs and across all respondent groups. For all CAPEs, mean ratings for importance to the job, clarity, and frequency of use were at least 3.5 with the exception of the 3.31 mean frequency rating for CAPE 16: Understanding and Communicating Policy by administrator preparation faculty. Administrators and administrator educators rated CAPE 16 lowest on importance and frequency. However, teachers tended to rate CAPE 16 higher relative to the other CAPEs than did administrators and administrator educators.

In general, these preliminary survey ratings confirm that all of the CAPEs are critical to the work of a beginning administrator. Relatively few written comments were submitted in the preliminary set of data. Of the written comments submitted, two distinct themes emerged. The first was concern about the wordiness of the CAPEs and the second was about whether the CAPEs, as stated, are too ambitious for a beginning administrator in their first few months on the job. Appendix E provides the validation survey questions and preliminary mean ratings for public school teachers, administrators, and administrator educators. Data presented are current as of May 27, 2016. A full data set analysis is underway and will be presented through an in-folder item prior to the June 16, 2016 Commission meeting.

#### **Draft Revised CAPEs aligned to the CPSEL**

Commission staff revised the CAPEs based on feedback and suggestions from the Alignment Design Team, Bias Review Committee, the Administrative Services Credential Think Tank meetings, the APA Design Team and preliminary data from the CAPE survey. To show alignment, CAPEs are presented

in a numbered sequence within the six CPSEL Standards. To reduce the extended narrative found in most of the CAPEs, CTC staff identified a lead sentence and then identified supporting expectations for performance as bullet points and placed them under the identified lead sentence. To ensure that no concepts from the narrative format were lost in the format reorganization, staff developed a [color coded version](#) and it is available for review. On June 1-2, 2016 the revised CAPEs were reviewed by an Evaluation Systems in-house editor. Minor edits for clarity of language were proposed and are incorporated in the CAPE draft included below. It is important to note that number order of the CAPEs does not indicate importance or primary focus. CAPEs are given a number to assist with use of the CAPEs during instruction and for program design and review.

A final analysis of the full set of validity data will be completed by Evaluation Systems once the online survey is closed on June 3, 2016. The full data set analysis will be presented as an in-folder item prior to the Commission meeting on June 16, 2016. If revisions to the CAPEs are warranted based on the findings of the final validity analysis, revised CAPEs will also be published as part of the in-folder item.

**Staff recommends:**

That revised CAPEs, aligned to the CPSEL, be reviewed and adopted.

**Next Steps**

Upon final approval of the CAPEs, Commission staff, the Commission's newly appointed CalAPA Design Team, and Evaluation Systems will move forward with the design and development of the Commission's Administrator Performance Assessment.

<b>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>	
CAPE	CPSEL Elements and Example Indicators
<p><b>1: Developing a Student-Centered Vision of Teaching and Learning</b>                      New administrators shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Develop a student-centered vision of teaching and learning based on the understanding that that the school’s purpose is to increase student learning and well-being.</li> <li>2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission.</li> <li>3. Analyze political, social, economic, and cultural contexts to inform the school’s vision and mission.</li> <li>4. Analyze and align the school’s vision and mission to the district’s goals.</li> <li>5. Explain how school plans, programs, and activities support the school’s vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.</li> <li>6. Communicate the school’s vision of teaching and learning clearly to staff and stakeholders.</li> </ol> <p><b>2: Developing a Shared Vision and Community Commitment</b>                      New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system. During preliminary preparation, new administrators learn how to:</p>	<p><b>1A: Student–Centered Vision</b>                      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>1B: Developing Shared Vision</b>                      Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.</p> <p><i>1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.</i></p> <p><i>1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.</i></p> <p><i>1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.</i></p>

<ol style="list-style-type: none"> <li>1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders.</li> <li>2. Use effective strategies for communicating with all stakeholders about the shared vision and goals.</li> <li>3. Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals.</li> </ol> <p><b>3: Implementing the Vision</b></p> <p>New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.</li> <li>2. Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students.</li> <li>3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school’s vision.</li> <li>4. Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.</li> <li>5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.</li> </ol>	<p><i>1B-4 Align the vision and goals with local, state, and federal education laws and regulations.</i></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, 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>
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<b>2: INSTRUCTIONAL LEADERSHIP</b>	
<b>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</b>	
<b>CAPE</b>	<b>CPSEL Elements and Example Indicators</b>
<p><b>4: Personal and Professional Learning</b>                      New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Use state-adopted professional learning standards and the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.</li> <li>2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school’s vision and goals to improve instruction and student learning.</li> <li>3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning.</li> <li>4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.</li> </ol> <p><b>5: Promoting Effective Curriculum, Instruction, and Assessment</b>                      New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Use a range of communication approaches to assist staff and stakeholders in understanding state standards,</li> </ol>	<p><b>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><i>2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.</i></p> <p><i>2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.</i></p> <p><i>2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.</i></p> <p><i>2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.</i></p> <p><b>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><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>student assessment processes, and how these relate to accomplishing the school’s vision and goals.</p> <ol style="list-style-type: none"> <li>2. Establish and maintain high learning expectations for all students.</li> <li>3. Implement effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.</li> </ol> <p><b>6: Supporting Teachers to Improve Practice</b>          New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.</li> <li>2. Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change.</li> <li>3. Access state-adopted professional learning standards and the CSTP and use them with staff and the community as a foundation to guide professional learning.</li> <li>4. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.</li> </ol> <p><b>7: Feedback on Instruction</b>          New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all</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>.</p> <p><b>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><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>
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<p>students graduate ready for college and careers. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Observe and analyze classroom planning and instruction in accordance with district policy and practices and the CSTP.</li> <li>2. Review a variety of sources of information about previous lessons, student work, and outcomes in order to provide relevant and appropriate feedback to teachers about the observation process and lesson content.</li> <li>3. Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.</li> <li>4. Provide timely, constructive suggestions about instructional strategies, available resources, and technologies to refine lessons and enhance instruction that supports student learning, safety, and well-being.</li> </ol>	
<p><b>3: MANAGEMENT AND LEARNING ENVIRONMENT</b>  <b>Education leaders manage the organization to cultivate a safe and productive learning and working environment.</b></p>	
<p><b>CAPE</b></p>	<p><b>CPSEL Elements and Example Indicators</b></p>
<p><b>8: Operations and Resource Management</b>          New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.</li> <li>2. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to</li> </ol>	<p><b>3A: Operations and Facilities</b>          Leaders provide and oversee a functional, safe, and clean learning environment.</p> <p><i>3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.</i></p> <p><i>3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.</i></p> <p><i>3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the</i></p>

<p>learning opportunities and resources and positive outcomes for all students.</p> <ol style="list-style-type: none"> <li>3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.</li> <li>4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.</li> </ol> <p><b>9: Managing Organizational Systems and Human Resources</b>          New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.</li> <li>2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.</li> <li>3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.</li> <li>4. Use a systems thinking perspective to: a) set priorities and manage organizational complexity; b) develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and c) engage staff</li> </ol>	<p><i>academic, linguistic, cultural, social-emotional, and physical requirements of students.</i></p> <p><i>3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.</i></p> <p><b>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><i>3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.</i></p> <p><i>3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.</i></p> <p><i>3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.</i></p> <p><i>3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.</i></p> <p><b>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><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>
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<p>and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.</p> <p><b>10: Managing the School Budget</b>          New administrators know the school’s budget and how the budget supports student and site needs. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local/district allocations.</li> <li>2. Assess student and site needs and use this understanding as a base to support financial decision making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans.</li> <li>3. Work with finance office staff to conduct accurate financial record keeping and accounting.</li> <li>4. Use various technologies related to financial management and business procedures.</li> <li>5. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures.</li> </ol>	<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>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><i>3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.</i></p> <p><i>3D-2 Work with the district and school community to focus on both short and long-term fiscal management.</i></p> <p><i>3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.</i></p> <p><i>3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.</i></p> <p><i>3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.</i></p> <p><i>3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.</i></p>
<p><b>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>	
<p><b>CAPE</b></p>	<p><b>CPSEL Elements and Example Indicators</b></p>
<p><b>11: Parent and Family Engagement</b></p>	<p><b>4A: Parent and Family Engagement</b></p>

New administrators provide opportunities for family involvement in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, new administrators learn how to:

1. Engage family and community members in accomplishing the school’s vision of equitable access to opportunities and continuous improvement.
2. Create and promote a welcoming environment for family and community participation.
3. Recognize and respect family goals and aspirations for students.
4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.

**12: Community Involvement**

New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, new administrators learn how to:

1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.
2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school’s vision, plans, and decisions.

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

- 4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.*
- 4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.*
- 4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.*
- 4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.*
- 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.*

**4B: Community Partnerships**

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

- 4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.*
- 4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.*
- 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.*
- 4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.*

<ol style="list-style-type: none"> <li>3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.</li> <li>4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.</li> </ol>	<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>
<p><b>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></p>	
<p><b>CAPE</b></p>	<p><b>CPSEL Elements and Example Indicators</b></p>
<p><b>13: Reflective Practice</b>  New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Take responsibility for developing their professional leadership capacity.</li> <li>2. Assess personal and professional challenges in order to identify areas for self-improvement.</li> <li>3. Use a professional learning plan to focus personal and professional growth in order to achieve the school’s vision and goals.</li> <li>4. Seek opportunities for professional learning that address the range of students’ academic, linguistic, cultural,</li> </ol>	<p><b>5A: Reflective Practice</b>  Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p> <p><i>5A-1 Examine personal assumptions, values, and beliefs to address students’ various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.</i></p> <p><i>5A-2 Reflect on areas for improvement and take responsibility for change and growth.</i></p> <p><i>5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.</i></p>

<p>aesthetic, social-emotional, physical, and economic needs.</p> <p>5. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.</p> <p><b>14: Ethical Decision-Making</b>          New administrators recognize and use their professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers.</li> <li>2. Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that may be related to race, diversity, and access.</li> <li>3. Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.</li> </ol> <p><b>15: Ethical Action</b>          New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.</li> </ol>	<p><i>5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.</i></p> <p><i>5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</i></p> <p><b>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><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>          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>
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<ol style="list-style-type: none"> <li>2. Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.</li> <li>3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.</li> </ol>	<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>
<p><b>6: EXTERNAL CONTEXT AND POLICY</b></p> <p><b>Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</b></p>	
<p><b>CAPE</b></p>	<p><b>CPSEL Elements and Example Indicators</b></p>
<p><b>16: Understanding and Communicating Policy</b></p> <p>New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, new administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Situate their school within larger district, state, and federal contexts that include not only political factors, but also social, economic, legal, and cultural factors.</li> <li>2. Understand and analyze governance and policy systems and use this understanding to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.</li> <li>3. Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.</li> <li>4. Operate within legal parameters at all levels of the education system.</li> </ol>	<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>

**17: Representing and Promoting the School**

New administrators understand that they are the spokesperson for the school’s accomplishments and needs. During preliminary preparation, new administrators learn how to:

1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
2. Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being.
3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.
4. Involve stakeholders in helping address the school’s challenges as well as sharing in its successes.

*6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.*

**6B: Professional Influence**

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

*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.*

*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.*

*6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.*

**6C: Policy Engagement**

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

*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.*

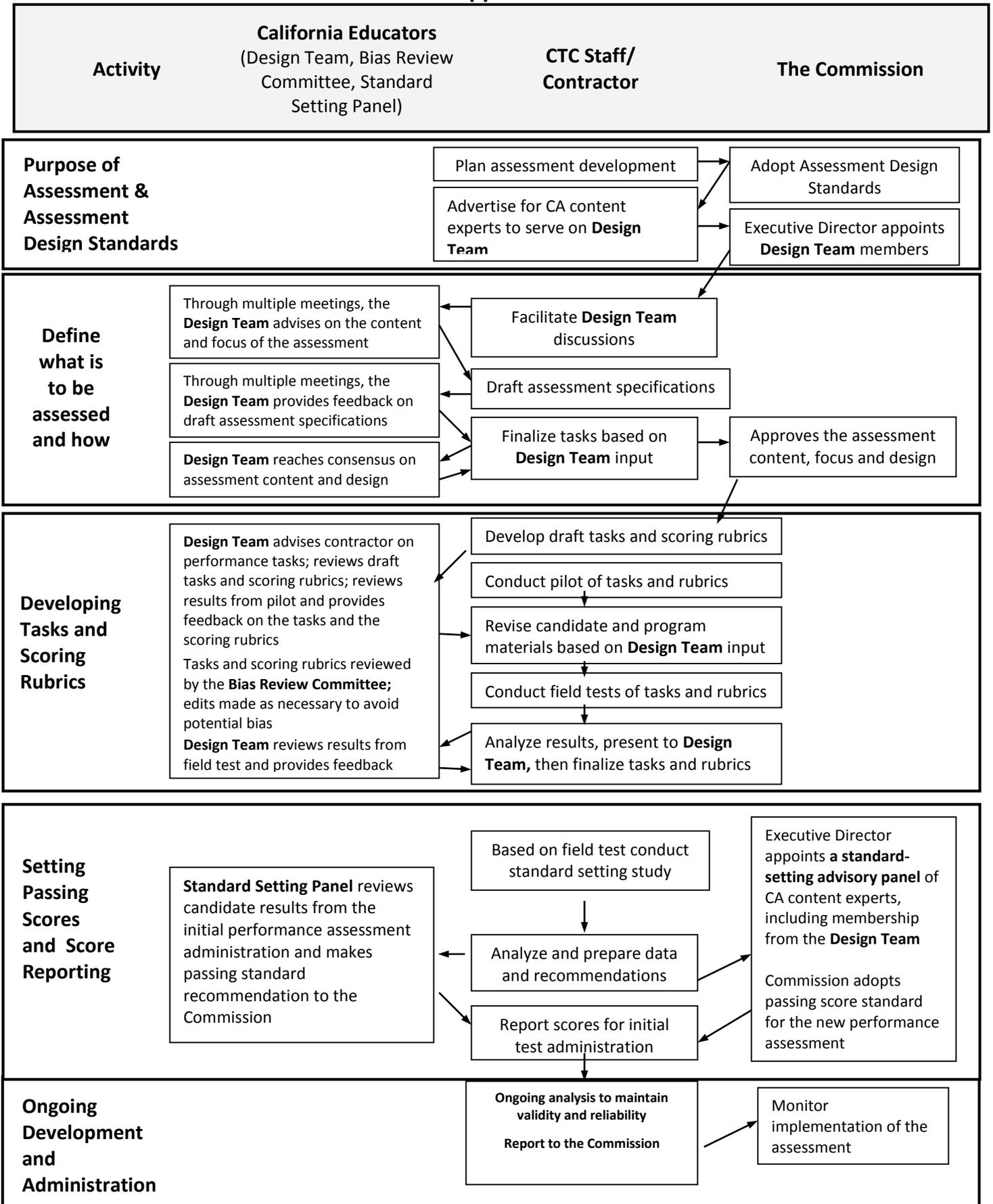
*6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.*

*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.*

**Appendix A**  
**California Administrator Performance Assessment (APA)**  
**Design Team**

Susan Belenardo	La Habra City School District
Rebecca Cheung	University of California Berkeley
Kathy Condren	Madera County Office of Education
Janice Cook	University of San Diego
Katrine Czajkowski	Sweetwater Union High School District
Ardella Dailey	California State University East Bay
Alan Enomoto	Brandman University
Deborah Erickson	Point Loma Nazarene University
Ursula Estrada-Reveles	Azusa Pacific University
Douglas Fisher	San Diego State University
Lanelle Gordin	Riverside County Office of Education
Keith Myatt	California State University Dominguez Hills
Kelli Seydewitz	Irvine Unified School District
James Webb	William S. Hart Union High School District
Charles Weis	California State University Channel Islands
Jose Gonzalez	Commission on Teacher Credentialing

## Appendix B



**Appendix C**  
**Administrator Performance Assessment design and development**  
**Components and Tentative Completion Dates**

<b>Contract Component</b>	<b>Deliverable Details</b>	<b>Estimated Due Date</b>
Component I	<ul style="list-style-type: none"> <li>Complete set of developed pedagogical assessment tasks and scoring rubrics for the APA for pilot test purposes</li> </ul>	9/30/2016
	<ul style="list-style-type: none"> <li>Complete set of pilot APA materials for candidate and administrator preparation program use</li> </ul>	10/31/2016
	<ul style="list-style-type: none"> <li>Complete set of revised pedagogical assessment tasks and scoring rubrics, based on pilot testing results, for the APA for field test purposes</li> </ul>	7/31/2017
	<ul style="list-style-type: none"> <li>Complete set of field test APA materials for candidate and administrator preparation program use</li> </ul>	7/31/2017
	<ul style="list-style-type: none"> <li>Complete, final set of pedagogical assessment tasks and scoring rubrics for the APA, based on field testing results, for use during the first two statewide implementation years</li> </ul>	6/1/2018
	<ul style="list-style-type: none"> <li>Complete, final set of APA materials for candidate and administrator preparation program use during the first two statewide implementation years</li> </ul>	6/1/2018
	<ul style="list-style-type: none"> <li>Conduct the APA Standard Setting Study</li> </ul>	5/30/2018
	<ul style="list-style-type: none"> <li>Score reports distributed to candidates and programs from the initial administration of the APA for standard-setting purposes</li> </ul>	within 15 work days of adoption of passing standard by the Commission 6/15/2018
	<ul style="list-style-type: none"> <li>Final Report documenting the Standard Setting Study process and outcomes</li> </ul>	9/30/2018
Component II	<ul style="list-style-type: none"> <li>An operational online scoring process available for candidate, program, and scorer use</li> </ul>	3/1/2017
	<ul style="list-style-type: none"> <li>Processes and supporting materials for program training regarding the APA system</li> </ul>	3/1/2017
	<ul style="list-style-type: none"> <li>Process for the online candidate registration system</li> </ul>	3/1/2017
	<ul style="list-style-type: none"> <li>Fully-developed process for the online reporting system for candidates, programs, and the Commission</li> </ul>	6/15/2018
	<ul style="list-style-type: none"> <li>Fully-developed processes and supporting materials for APA scorer training</li> </ul>	6/15/2018
	<ul style="list-style-type: none"> <li>Fully-developed processes for the ongoing identification of local program scoring needs, including the required turnaround time for scoring reports and the facilitation of the local scoring option</li> </ul>	6/30/2018 6/30/2018
	<ul style="list-style-type: none"> <li>Completion of program and scorer training in preparation for the initial two statewide operational years of the APA</li> </ul>	6/30/2018
Component III	<ul style="list-style-type: none"> <li>Administration of the APA</li> </ul>	2018-2020

## Appendix D

### CAPE Language for Online Validity Survey

#### CPSEL STANDARD 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

#### Performance Expectations

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

The preliminary candidate understands that the school's purpose centers on increasing students' learning and well-being. S/he uses available student and school data from multiple sources and considers political, social, economic and cultural contexts when developing a site-specific vision and mission consistent with the district's overall goals. The candidate facilitates and supports school structures, systems, and conditions that offer equal opportunities for all students to succeed by articulating how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner. S/he can describe and explain the student centered vision of teaching and learning to staff and stakeholders.

##### **CAPE 2: Developing a Shared Vision and Community Commitment**

The preliminary candidate understands school governance, roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. S/he knows how to facilitate collaborative processes, including consensus building and decision-making. The candidate engages staff and diverse community stakeholders in expressing expectations for students and the school that develop into a shared vision and goals. S/he knows effective strategies for communicating with varied audiences and uses these to promote a collective sense of responsibility for enacting the school mission and vision.

##### **CAPE 3: Implementing the Vision**

(Originally CAPE 3 & 4)

The preliminary candidate recognizes and can explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. S/he engages others in sharing data to assess instructional strengths and needs that lead to student, staff, and community goals. The candidate uses the goals in developing and implementing a plan aligned with the school's shared vision of equitable schooling for all students. S/he collects, analyzes, and uses multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the site vision. The candidate shares results with staff and stakeholders and uses this information to guide updates, revisions, and the allocation of resources.

## **CPSEL STANDARD 2: INSTRUCTIONAL LEADERSHIP**

**Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.**

### **Performance Expectations**

#### **CAPE 4: PERSONAL AND PROFESSIONAL LEARNING**

(Originally CAPE 15, then CAPE 11)

The preliminary candidate recognizes professional growth as an essential part of the shared vision to continuously improve the school, staff, student learning, and student well-being. S/he uses the state-adopted professional standards for teachers and administrators to describe growth and performance expectations for staff and herself/himself. The candidate involves staff in identifying areas of professional strength and development that link to accomplishing the site's vision and goals to improve instruction and student learning. S/he assists staff in developing personalized professional growth plans to identify differentiated activities and outcomes for individual and collaborative learning. S/he uses resources to support evidence-based practices that staff can apply to solve school level problems of practice.

#### **CAPE 5: Promoting Effective Curriculum, Instruction, and Assessment**

The preliminary candidate understands the role of instructional leader and uses the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. S/he uses varied communication approaches to help staff and stakeholders understand state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals. The preliminary candidate holds high expectations for all students and is knowledgeable about effective instruction and a range of instructional methods and supporting practices that address individual learners including students with special needs; students with cultural, racial, and linguistic differences; and students from a variety of socio-economic backgrounds.

#### **CAPE 6: Supporting Teachers to Improve Practice**

(Originally CAPE 14, then CAPE 10)

The preliminary candidate knows research based principals of adult learning and understands how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. S/he knows how to use adult learning theory in designing, facilitating, and implementing varied strategies that guide and support diverse staff in improving their practice. The candidate fosters a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change. S/he uses the state professional learning standards and the California Standards for the Teaching Profession (CSTP) with staff and the community as a foundation for building a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable schooling and outcomes for all students.

**CAPE 7: Feedback on Instruction**

(Originally CAPE 6)

The preliminary candidate knows and understands TK-12 student content standards, performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers. S/he uses this knowledge to observe and analyze classroom planning and instruction in accordance with district policy and practices and the California Standards for the Teaching Profession (CSTP). As context for the observation, s/he talks to the teacher about the observation process and lesson content and reviews a variety of sources of information about previous lessons, student work, and outcomes. The candidate understands the principles of reflective and collegial conversations and how to provide unbiased, evidence-based feedback about the teaching and learning observed to improve instructional practice. S/he offers timely, constructive suggestions about strategies, available resources, and technologies to refine the lesson and enhance instruction that supports student learning and well-being.

**CPSEL STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT**

**Education leaders manage the organization to cultivate a safe and productive learning and working environment.**

**Performance Expectations****CAPE 8: Operations and Resource Management**

(Originally CAPE 11, then CAPE 12)

The preliminary candidate knows that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. S/he understands the inter-relationships within the network of school operations, instructional programs, student services, and human, material, and fiscal resources. The candidate develops a plan to engage staff and others in establishing routines for monitoring facilities, operations, and resource acquisition and distribution that help to maintain a focus on the vision of equitable schooling for all students. S/he understands regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. The candidate uses technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. S/he applies best practices in handling confidential matters relating to students and staff.

**CAPE 9: Managing Organizational Systems and Human Resources**

(Originally CAPE 16, then CAPE 13)

The preliminary candidate recognizes personal and institutional biases and inequities, within the education system and the school site that can negatively impact staff and student performance, and addresses these biases. The candidate is aware of legal and ethical procedures for hiring, evaluating, supervising, disciplining, and dismissing staff. S/he understands labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. The candidate understands the student behavior principles of

positive behavior interventions, conflict resolution, and restorative justice and can explain to staff and community members how they support equitable student achievement and well-being. S/he understands how to apply these principles using a systems thinking perspective to: a.) set priorities and manage organizational complexity, b.) develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning, and c.) engage staff and others in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes directed toward meeting school goals and equitable opportunities for all students.

**CAPE 10: Managing the School Budget**

(Originally CAPE 17, then CAPE 14)

The preliminary candidate has a thorough understanding of student and site needs and uses this understanding as a base to support the principal’s financial decision-making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans. S/he knows laws and regulations that are the foundation of California school finance, federal program funding, and local allocations. The candidate is aware of the principles of financial recordkeeping and accounting processes, and knows the uses for various technologies related to financial management and business procedures. S/he applies this knowledge to work collaboratively with others to understand, monitor, and report on the school’s budget and expenditures in a timely manner. The candidate, in collaboration with a team of site-level educators, is transparent when communicating budget and financial decisions to the district and the school community.

**CPSEL STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.**

**Performance Expectations**

**CAPE 11: Parent and Family Engagement**

(Originally CAPE 8, then CAPE 15)

The preliminary candidate knows research and regulations regarding family involvement in education and school activities. S/he understands that family and community engagement is key in accomplishing the school’s vision of equitable schooling and continuous improvement. The candidate knows how to create and promote a welcoming environment for family and community participation. S/he learns about, recognizes, and respects differing family goals and aspirations for students. The candidate works with staff to strengthen communications with the range of diverse families, specifically including underrepresented voices, about student assessments and achievement, teacher professional learning, school climate, and progress toward achieving school goals.

**CAPE 12: Community Involvement**

(Originally CAPE 20, then CAPE 16)

The preliminary candidate understands that family and community perspectives about schooling are diverse and knows strategies to bring them together. S/he uses skills such as conflict resolution

in facilitating different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions. By building trust and working productively with teams, the candidate promotes a sense of shared responsibility and accountability for achieving the school's goal of graduating every student ready for college and careers. S/he is aware of community programs and services that assist students needing extra academic, mental health, linguistic, cultural, social-emotional, physical, or other support to succeed in school. The candidate can explain to staff and others the importance of ongoing community understanding and support to sustaining resources directed toward achieving school goals.

#### **CPSEL STANDARD 5: ETHICS AND INTEGRITY**

**Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.**

#### **Performance Expectations**

##### **CAPE 13 Reflective Practice**

(Originally CAPE 18)

The preliminary candidate regularly reflects on and reviews her/his own performance and considers how her/his actions affect others and influence progress toward the school's goals. S/he understands her/his ethical responsibility to develop professional leadership capacity and assess personal and professional challenges in order to identify areas for self-improvement. The preliminary candidate uses a professional learning plan to focus personal and professional growth that targets achieving the vision and goals of the school. S/he actively seeks learning opportunities that help her/him address the range of students' academic, linguistic, cultural, social-emotional, physical, and economic needs. The candidate holds herself/himself to a high standard of professionalism, ethics, integrity, justice, and equity and expects the same behavior of others.

##### **CAPE 14 ETHICAL DECISION-MAKING**

(Originally CAPE 3: *Leading Implementation of the Vision - moved from S1; Leading by Example to Promote Implementation of the Vision*)

The preliminary candidate understands that fair and equitable decisions about student learning and well-being are based on individual and collective goals and needs. S/he recognizes institutional barriers to student and staff learning and uses strategies that overcome barriers. S/he guides the staff in examining issues related to race, diversity, and access that can affect accomplishment of the school's vision, mission, and goals. The candidate involves family and community stakeholders in reviewing aggregated, and where appropriate disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.

##### **CAPE 15: Ethical Action**

(Originally CAPE 7, then CAPE 17: *School and Community Context Understanding the School and Community Context to Create an Inclusive School Environment*)

The preliminary candidate understands that how s/he carries out professional obligations and responsibilities affects the entire school community. Based on this understanding, s/he applies

policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. The candidate acts with integrity, fairness, and justice and intervenes appropriately so that all members of the school community are treated equitably and with dignity and respect. S/he uses personal and professional ethics as a foundation for communicating the rationale for her/his actions.

**CPSEL STANDARD 6: EXTERNAL CONTEXT AND POLICY**

**Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.**

**Performance Expectations**

**CAPE: 16 Understanding and Communicating Policy**

(Originally CAPE 18, then CAPE 19: *Understanding Local, State, and Federal Laws, Regulations, and Guidelines*)

The preliminary candidate is aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. S/he understands that her/his school is part of larger district, state, and federal context that includes not only political factors, but also social, economic, legal and cultural factors. The candidate understands governance and policy systems, and uses this understanding to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community. S/he facilitates discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being. The candidate operates within legal parameters at all levels of the system.

**CAPE 17: Representing and Promoting the School**

(Originally CAPE 19, then CAPE 20: *Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public*)

The preliminary candidate understands that s/he is the spokesperson for the school's accomplishments and needs and works to improve her/his public speaking, writing, presentation, and advocacy skills. S/he recognizes that garnering public support for the school and its activities to promote student learning and well-being is primarily based on providing the public with a clear picture of what the school's mission, vision, and goals are; communicating effectively to the public how the school is doing in meeting those goals and where resource contributions from the public would be most needed and helpful, and on involving stakeholders in helping to address the school's challenges, as well as, sharing in its successes.

**Appendix E**  
**Initial Validity Analysis Tables from Evaluation Systems**

**Preliminary Validation Survey Results as of May 27, 2016**  
**CAPE IMPORTANCE: PRELIMINARY MEAN RATINGS**

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

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

CAPE	Public School Teacher <sup>1</sup>	Public School Administrator <sup>2</sup>	Administrator Educator <sup>3</sup>
1	4.16	4.24	4.47
2	4.01	4.04	4.24
3	3.96	4.19	4.26
4	3.95	4.13	4.14
5	4.05	4.36	4.56
6	4.03	4.21	4.42
7	4.05	4.35	4.53
8	4.14	4.13	4.07
9	4.13	4.17	4.09
10	4.10	3.88	3.70
11	4.18	4.23	4.11
12	3.98	3.93	3.86
13	4.27	4.30	4.36
14	4.05	4.29	4.51
15	4.37	4.53	4.60
16	3.98	3.81	3.69
17	4.06	4.17	4.14

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

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

<sup>3</sup> Faculty members who taught in a California Commission-approved administrator preparation program

### CAPE CLARITY: PRELIMINARY MEAN RATINGS

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

1 = Strongly disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly agree

CAPE	Public School Teacher	Public School Administrator	Administrator Educator
1	3.99	4.10	4.05
2	4.01	4.08	4.09
3	3.98	4.14	4.12
4	3.97	4.14	4.14
5	3.99	4.18	4.33
6	3.99	4.13	4.21
7	4.01	4.20	4.07
8	3.97	4.06	3.98
9	3.93	4.10	3.95
10	4.02	4.10	4.07
11	4.05	4.18	4.09
12	3.99	4.09	4.02
13	3.97	4.15	4.16
14	3.97	4.11	4.12
15	4.13	4.26	4.23
16	3.94	4.01	4.14
17	4.06	4.17	4.26

### CAPE FREQUENCY: PRELIMINARY MEAN RATINGS

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

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

CAPE	Public School Teacher	Public School Administrator	Administrator Educator
1	3.89	4.08	4.19
2	3.79	3.92	3.95
3	3.73	3.99	3.98
4	3.76	3.95	3.98
5	3.88	4.30	4.42
6	3.64	4.06	4.21
7	3.82	4.22	4.28
8	3.83	4.08	3.98
9	3.72	4.08	3.95
10	3.77	3.70	3.56
11	3.92	4.14	4.00
12	3.67	3.77	3.65
13	3.79	4.24	4.29
14	3.82	4.14	4.35
15	4.02	4.43	4.53
16	3.73	3.60	3.31
17	3.87	4.12	3.93

**CAPE OVERALL REPRESENTATIVENESS: PRELIMINARY MEAN RATINGS**

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

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

<b>CAPE</b>	<b>Public School Teacher</b>	<b>Public School Administrator</b>	<b>Administrator Educator</b>
All	3.96	4.16	3.90

Preliminary Data ONLY