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## Information

### *Education Preparation Committee*

#### **Realignment of the Preliminary Administrative Services Content and Performance Expectations**

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**Executive Summary:** This agenda item proposes a realignment of the content and performance expectations for the preliminary Administrative Services Credential, bringing them into closer alignment with one another and the California Professional Standards for Education Leaders (CPSEL).

**Recommended Action:** For information only

**Presenter:** Gay Roby, Consultant, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

June 2017

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# Realignment of the Preliminary Administrative Services Content and Performance Expectations

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## Introduction

Preliminary Administrative Services Credential (ASC) programs are built upon two foundational sets of expectations that represent what a well-prepared beginning administrator should know and be able to do as they accept an education administrator position. The California Administrator Content Expectations (CACE) identify the basic knowledge and understanding needed in order to successfully do what is described in the California Administrator Performance Expectation (CAPE). Both the Content and Performance expectations guide ASC preliminary programs in the development of coursework, practice experiences and assessments. The Content and Performance Expectations are organized using the six California Professional Standards for Education Leaders (CPSEL) so that they align with the professional learning and performance assessments required in the clear ASC program and applied throughout an administrator's career.

## Background

As part of a scheduled updating cycle, the Commission adopted new Administrative Services program standards for the preliminary credentialing programs in December 2013 and for clear credentialing programs in February 2014. This set into motion an updating and alignment process for all of the administrator standards and expectations. The updated program standards highlighted the need for the twenty-year old professional standards, CPSEL, to be refreshed to better describe current work of effective education administrators. The CPSEL update was completed and approved/adopted in 2015.

The refreshed CPSEL surfaced a need to refine the 2013 Content and Performance Expectations for preliminary ASC candidates so they aligned with the refreshed CPSEL used in the clear credentialing program. The Performance Expectations were realigned and adopted in 2016 while the work of realigning the Content Expectations was addressed in 2017. It is important to note that the substance of the Performance and Content Expectations was not changed, but the organization was revised to clarify the alignment and coherence among the different sets expectations for the preliminary program and the professional standards of the clear program.

To accomplish the work of realigning the Content Expectations, Commission staff worked with the California Comprehensive Center at WestEd to convene a small informal group that included members who helped design and write the 2013-14 program standards, the CPACE examination, the CalAPA design team, and individuals with expertise in preparing school administrators. The Content Expectations work began with a virtual meeting where the workgroup examined the [2013 Content Expectations](#) list to identify content expectations that were --

- statements written as performance rather than content expectations

- content duplications within a standard
- statements needing re-wording for clarity
- missing content, assumed in the performance expectations (CAPE)

Feedback from the group was then merged into a draft document for a two-day, face-to-face meeting to continue the refinement of the Content Expectation statements and discuss document organization, including a format that would best support clarity and usage. At this time, several expectations were identified that assumed a more general pervasive knowledge and understanding of foundational expectations held by all education leaders. These overarching and recurring concepts were removed as individual expectations, edited to represent their broad nature, and are now presented in the introduction. These concepts are to be embedded throughout the Content Expectations. The establishment of these foundational expectations resulted in reducing both the number and redundancy of the Content Expectations.

The group's work was incorporated in a second draft document and reviewed by the group. Recommendations and edits from Commission staff were considered before a final Content Expectations draft was prepared. Commission staff then developed an online survey for broad public review and comment in May 2017.

### **The Proposed Realigned Content Expectations**

The proposed realigned Content Expectations (Appendix C) are introduced with the phrase "*During preliminary preparation, aspiring administrators develop knowledge and understanding of*", highlighting that the content standards are learned (in contrast to practiced) for evaluation during the program and are of an introductory nature. Both the Content and Performance Expectations are organized under the six CPSEL and are presented side-by-side in a table format to illustrate their congruence and parallel nature.

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

It is important to note that while there is an alignment between the two sets of expectations, the expectations do not reflect a one-to-one match between the Performance indicators (e.g., 1A, 1B, 1C) and the Content Expectations (bulleted instead of numbered).

### Impact on the Performance Expectations

During the process of discussing realignment of the Content Expectations, it became evident that a stronger alignment could be achieved with some slight adjustments to Performance Expectations 2 and 3, removing redundant text, moving indicators to other sections, and separating elements with multiple concepts. The proposed changes to Performance Expectations 2 and 3 are incorporated into the proposed realigned Content Expectations provided in Appendix B. Again, it is important to note that no new concepts are being proposed to the existing

Performance Expectations--the changes represent a rearrangement of current contents in order to achieve greater clarity for practitioners. Proposed changes are identified below:

Type of Change	Adopted Language	Proposed Change
<b>Removed as redundant</b>	<p align="center"><b>CAPE Element 2C</b>  <b>Supporting Teachers to Improve Practice</b>  Indicator 2</p> <p>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.</p>	<p>Propose eliminating due to redundancy.</p> <p><del>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.</del></p>
<b>Relocated for stronger alignment with CPSEL</b>	<p align="center"><b>CAPE Element 2B</b>  <b>Promoting Effective Curriculum, Instruction, and Assessment</b>  Indicator 4</p> <p>Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.</p>	<p>Propose to move to newly created <b>3D School Climate</b>, as Indicator 3</p>
	<p align="center"><b>CAPE Element 2D</b>  <b>Feedback on Instruction</b>  Indicator 1</p> <p>(Use knowledge of TK-12 student academic content standards and appropriate instructional practices to...)  <i>observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help</i></p>	<p>The part indicated in italics proposed to be moved to <b>3C Managing the School Budget and Personnel</b>, Indicator 1</p>

Type of Change	Adopted Language	Proposed Change
	<i>teachers improve instructional practices and foster positive learning environments.</i>	
	<p align="center"><b>CAPE Element 2D</b> <b>Feedback on Instruction</b> Indicator 2</p> <p>Use the principles of reflective, courageous, and collegial conversation to <i>provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.</i></p>	The part indicated in italics proposed to be moved to <b>3C Managing the School Budget and Personnel</b> , Indicator 2
	<p align="center"><b>CAPE Element 3B</b> <b>Managing the School Budget and Personnel</b> Indicator 3</p> <p>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</p>	<p>Proposed to be revised for clarity and to ensure the use of terms that will remain applicable over time. Proposed to be moved to <b>3C Managing the School Budget and Personnel</b>, Indicator 3</p> <p>Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.</p>
	<p align="center"><b>CAPE Element 3B</b></p> <p>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</p>	<p>Proposed to be moved to indicator level within <b>CAPE 3D School Climate</b>, Indicator 2</p> <p>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.</p>
Text changed to increase clarity (location remains the same)	<p align="center"><b>CAPE Element 2D</b> <b>Feedback on Instruction</b> Indicator 2</p> <p>Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based</p>	<p>Propose to be revised as follows:</p> <p>Use the principles of reflective, <del>courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and</del></p>

Type of Change	Adopted Language	Proposed Change
	feedback about observed teaching and learning to improve instructional practice.	<del>learning to improve</del> <i>guide</i> instructional <del>practice</del> <i>improvement</i> .
	<p align="center"><b>CAPE Element 3B</b></p> Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.	Proposing revising the language to reflect the level of a new administrator as follows:  <i>New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career.</i>
	<p align="center"><b>CAPE Element 3C</b></p> Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.	Propose revising the language to reflect the level of a new administrator as follows:  <b>Managing the School Budget and Personnel</b> <i>New administrators know how the effective management of staff and the school's budget and how the budget supports student and site needs.</i>
<b>New text created</b>	Did not exist as an individual CAPE, text taken from CPSEL	Propose including an individual CAEPE that addresses school climate.  <b>3D: School Climate</b> <i>New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families.</i>

**Input from the Field**

To verify that the realignment did not compromise the content of each expectation, a survey was created, asking if each of the proposed Content Expectations were still clearly written and important to a novice administrator. The online survey was available during the first three weeks of May for educator preparation faculty and TK-12 administrators. A notice was placed in the PSD weekly newsletter and email announcements/reminders were sent to the field. A total of 59 people logged on to the survey with 41 responding to all the survey's questions. Respondents represented various positions in education such as teachers, administrators, and preparation personnel. Detailed results from the survey can be found in Appendix C.

The survey asked respondents to rate the importance of each content expectation, the clarity of the language in each content expectation, and the frequency with which the new administrator uses the content expectation. While respondents addressed the importance and clarity, no respondents indicated frequency comments.

Of the 41 respondents who completed the survey, all agreed that as a whole these Content Expectations *adequately* represent important knowledge required for competent performance by beginning California school administrators during the first few months on the job, while 37 of the 41 rated the realigned Content Expectations as a well or very well representation.

With respect to the responses, 73.2% to 95.3% of respondents agreed that each of the 18 realigned Content Expectations presented were of great or very great importance to a new administrator, 4.8%-22.2% agreed it was moderately important, and 0.0 to 9.8% felt they were of little to no importance to the new administrator.

The respondents indicated strong support for the clarity of the newly realigned Content Expectations, with 15 of the 18 items receiving a rating of 90%-100% agree or strongly agree that the proposed CACE were clearly written. Three received more than 80% agreement regarding clarity. With respect to 5B, 73.1% of the respondents agreed that it was clearly written. Comments where respondents felt the text was unclear will be used to refine the language for the version for presentation at the next Commission meeting.

Respondents to the survey verified that the content of the 18 realigned Content Expectations described work a new administrator performed. All but two of the Content Expectations received a majority of responses that agreed administrators dealt with that expectation "very often" or "continuously" and only 5 single responses identified a Content Expectation that was never being used by a new administrator.

Sixty-five comments were posted on the introduction, the proposed realigned Content Expectation and the overall flow of the document. While no comments were submitted that suggested significant content changes, the following comments from respondents were raised frequently:

1. Ensure that the Content Expectations are indicative of skill levels represented by a preliminary Administrative Services candidate, specifically classroom teachers, school counselors and school nurses who are not yet serving as an administrator, but learning how to become one.
2. Initial administrative assignments are typically in supportive roles such as the vice-principal. These positions are about implementing the existing vision of the school and district. The Content Expectations should be more about how to implement a vision while preparing candidates to develop their own vision for later implementation.

Any specific suggestions provided by respondents to revise the language will be reviewed further and, if appropriate, will be included in the next agenda item on this topic for Commission consideration.

**Next Steps**

This item is an information item. Staff proposes to make any changes recommended by the Commission and return with an action item at the September 2017 Commission meeting.

## **Appendix A**

### **Realignment Group**

Susan Belenardo,	Instructor and Preliminary Administrative Services Program Director University of California Irvine
Kathy Condren,	Preliminary Administrative Services Program Director, Madera COE
Stephen Davis,	Professor Emeritus, California Polytechnic University, Pomona
Ursula Estrada-Reveles,	Program Director, Preliminary and Clear Administrative Services, Azusa Pacific University
Margaret Harris,	Faculty and Preliminary Administrative Services Program Director, California State University East Bay
Anna Moore,	Regional Director and Clear Administrative Services Program Director, Sonoma County Office of Education
Rollin Nordgren,	Preliminary Administrative Services Program Director, National University

## Appendix B

### Proposed Realignment of the Content Expectations

#### Introduction

The California Administrator Content Expectations (CACE) describe what preliminary candidates need to know and understand in order to meet the performance expectations established in the California Administrator Performance Expectations (CAPE) and measured by the California Administrator Performance Assessment (CalAPA). Preliminary programs are responsible for the inclusion of these expectations within the coursework and fieldwork for the Preliminary Administrative Services Credential. The proposed realigned Content Expectations were developed by a group of educators from administrator preparation programs, revised from the Content Expectations list published in the current *Administrator Services Credential Program Standards* (Dec. 2016).

#### Universal Concepts found in the Content Expectations

The 2017 version of the Content Expectations identifies several overarching and recurring concepts that are embedded in the knowledge and understanding statements in the content expectations. These concepts appear throughout the content expectations, and assume a general knowledge and understanding as well as specific applications described in the statements. They include:

- **Collaboration.** Candidates are expected to understand ways to lead a group of professionals who are assuming complementary roles and cooperatively working together, sharing responsibility for problem-solving and making decisions to formulate and carry out plans for student outcomes. Collaboration might include shared decision-making, engagement, inclusion, group dynamics, team-building, and/or stakeholder buy-in.
- **Systems knowledge.** Candidates are expected to understand the complex nature of educational institutions and options for coordinating various components of that system/organization in order to reach individual goals. Knowledge of systems might include thinking about the relationship between a district and its schools, the alignment between state and local policies, or how a single decision not only affects the identified problem, but also other situations.
- **Communication skills:** Candidates are expected to understand the need to convey information to another effectively and efficiently, using verbal and written communication skills in a variety of situations (face to face, media-related) to help facilitate sharing information between people for common benefit.
- **Data use:** Candidates are expected to understand the ways data can be used to make informed decisions in a variety of contexts. Data use includes the collection, selection, analysis, and application of data.
- **Cultural proficiency:** Candidates are expected to know about the skills, attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings. This includes understanding ways to assess cultural knowledge, value diversity, manage the dynamics of difference,

adapt to diversity, institutionalize cultural knowledge, and address ideas of social justice and issues of equity.

- **Student outcomes and improvement:** Candidates are expected to understand that school success includes both evidence of students' academic achievement and well-being. This includes knowing about practices that support students' academic, linguistic, cultural, social-emotional, behavioral, mental and physical development.
- **Continuous improvement:** Candidates are expected to understand that meeting expectations for enhanced curriculum, instruction, assessment, and personal and professional learning requires ongoing efforts to improve the products, services, and processes of schooling. This includes using a process such as a recurring cycle of analysis, planning, and action to consistently review whether what is done is yielding the desired results.
- **Change process:** Candidates are expected to understand that making improvements often requires shifting from familiar practices to new ways of working and knowing ways to manage those transitions. This process includes identifying who or what needs to be addressed for the change to be successful and considers the impact on the full organization. Strategies for change management might include revising goals and outcomes, stakeholder engagement, planning and piloting, implementation support, communication, and impact analysis.
- **Evidence-based practice:** Candidates are expected to understand education strategies and materials that are developed from or informed by objective data, such as research or measures of school, teacher, and student performance. This includes reviewing effective programs, identifying and selecting specific practices that address identified goals, documenting what was implemented and evaluating results.

## Content Expectations Organization in Relation to the Performance Expectations

The updated Content Expectation statements are presented side-by-side with the approved Performance Expectations. The Content Expectations are organized to align with the Performance Expectations Elements (e.g., 1A, 1B, 1C), but do not reflect a one-to-one match with the Performance Expectations indicators. For this reason, the Content Expectations have not been numbered at the indicator level but instead are presented as bulleted items.

<p><b>CPSEL Standard 1: DEVELOPMENT &amp; IMPLEMENTATION OF A SHARED VISION</b></p> <p>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</p>	
<p><b>CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning</b></p> <p>New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</p>	
	<p><b>Foundational Content Expectations present in all standards</b></p> <ul style="list-style-type: none"> <li>• Collaboration • Continuous Improvement</li> <li>• Systems Knowledge • Change Process</li> <li>• Communication Skills • Evidence-based Practice</li> <li>• Data Use • Cultural Proficiency</li> <li>• Student outcomes and improvement</li> </ul>
<b>Performance Expectations</b>	<b>Content Expectations</b>
<p>1A: During preliminary preparation, aspiring 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 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 and apply 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>1A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The process of developing a collaborative, evidenced-based, student-centered vision that promotes equitable achievement and well-being</li> <li>• The various social, economic, and cultural contexts within the school-community that can be used to inform the school’s mission and vision</li> <li>• The alignment of the school’s mission, vision, and goals with those of the district</li> <li>• School plans, programs and activities are derived from the vision</li> </ul>

<p><b>CAPE 1B: Developing a Shared Vision and Community Commitment</b></p> <p>New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individuals and entities within the California education system that shape staff and community involvement.</p>	
<p><b>Performance Expectations</b></p>	<p><b>Content Expectations</b></p>
<p>1B: During preliminary preparation, aspiring administrators learn how to:</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>1B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Contextually appropriate communication strategies to use with diverse stakeholder groups</li> <li>• Skills, strategies, and practices critical to facilitating the development of a schoolwide vision through consensus building</li> <li>• Skills and strategies for effectively communicating the shared vision</li> </ul>
<p><b>CAPE 1C: 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.</p>	
<p><b>Performance Expectations</b></p>	<p><b>Content Expectations</b></p>
<p>1C: During preliminary preparation, aspiring 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>1C: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Multiple sources of data to inform the development, implementation, and assessment of school improvement plans reflecting the school’s mission, vision and goals for equitable learning opportunities</li> <li>• Strategies to engage staff and the school community in identifying barriers to implementing the vision and making decisions to guide continuous improvement</li> <li>• Strategies for using data to continuously monitor and update progress of the school’s growth plan and outcomes.</li> </ul>

<p><b>CPSEL Standard 2: INSTRUCTIONAL LEADERSHIP</b></p> <p>Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>	
<p><b>CAPE 2A: Personal and Professional Learning</b></p> <p>New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being.</p>	
	<p><b>Foundational Content Expectations present in all standards</b></p> <ul style="list-style-type: none"> <li>• Collaboration • Continuous Improvement</li> <li>• Systems Knowledge • Change Process</li> <li>• Communication Skills • Evidence-based Practice</li> <li>• Data Use • Cultural Proficiency</li> <li>• Student outcomes and improvement</li> </ul>
<b>Performance Expectations</b>	<b>Content Expectations</b>
<p>2A: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Use 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 based on the CSTP, CAPE, and CPSEL.</li> <li>4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.</li> </ol>	<p>2A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Strategies to set standards-based expectations and build professional plans to promote growth in teachers, staff, and administrators</li> <li>• Strategies to facilitate collaboratively developed individual and collective professional development plans</li> <li>• Evidence-based strategies and resources for addressing potential problems of practice</li> <li>• Discriminatory practices that hinder addressing the diverse needs of all students</li> </ul>
<p><b>CAPE 2B: Promoting Effective Curriculum, Instruction, and Assessment</b></p> <p>New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning</p>	
<b>Performance Expectations</b>	<b>Content Expectations</b>
<p>2B: During preliminary preparation, aspiring 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, student assessment processes, and how these relate to accomplishing the school’s vision and goals.</li> </ol>	<p>2B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• State standards and student assessment processes</li> <li>• The relationship among expectations for students, learning and outcomes</li> <li>• Effective instruction and a range of instructional</li> </ul>

<ol style="list-style-type: none"> <li>2. Establish and maintain high learning expectations for all students.</li> <li>3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.</li> <li>4. Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.</li> </ol>	<p>methods and supporting practices that address the diverse educational needs of all learners</p> <ul style="list-style-type: none"> <li>• The use of multiple measures to determine academic growth and success</li> </ul>
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**CAPE 2C: Supporting Teachers to Improve Practice**  
 New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.

<b>Performance Expectations</b>	<b>Content Expectations</b>
<p>2C: During preliminary preparation, aspiring 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. Use state-adopted professional standards (e.g., CAPE, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.</li> <li>3. 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>2C: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Elements of adult learning theory for the purpose of supporting staff members to improve instructional practices</li> <li>• Features and models of a culture of continuous improvement</li> <li>• Use of California state and other professional standards that guide educator development</li> <li>• Effective, research-based, professional learning systems and strategies that lead to equitable learning opportunities</li> </ul>

**CAPE 2D: Feedback on Instruction**  
 New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.

<b>Performance Expectations</b>	<b>Content Expectations</b>
<p>2D: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Use knowledge of K-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices.</li> <li>2. Use the principles of reflective conversations and collegial feedback to guide targeted instructional improvement.</li> <li>3. Provide timely, constructive suggestions about instructional strategies and assessments,</li> </ol>	<p>2D: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Multiple coaching strategies</li> <li>• Tools, strategies and skills necessary for effective feedback to improve instruction</li> <li>• Strategies to make data-based decisions that guide equitable and effective instructional practices</li> </ul>

<p>available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.</p>	
<p><b>CPSEL Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT</b> Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p>	
<p><b>CAPE 3A: 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.</p>	
	<p><b>Foundational Content Expectations present in all standards</b></p> <ul style="list-style-type: none"> <li>• Collaboration • Continuous Improvement</li> <li>• Systems Knowledge • Change Process</li> <li>• Communication Skills • Evidence-based Practice</li> <li>• Data Use • Cultural Proficiency</li> <li>• Student outcomes and improvement</li> </ul>
<p><b>Performance Expectations</b></p>	<p><b>Content Expectations</b></p>
<p>3A: During preliminary preparation, aspiring 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 learning opportunities and resources and positive outcomes for all students.</li> <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>3A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The fundamentals of resource and system management and ways they are coordinated and leveraged to promote learning</li> <li>• School routines and procedures that ensure access to learning opportunities and resources</li> <li>• The application of local policies, state laws, and federal requirements that address health, safety, well-being, and confidential information</li> <li>• Technology to facilitate and enhance operations, communication, and collaboration</li> </ul>
<p><b>CAPE 3B: Managing Organizational Systems and Human Resources</b> New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career.</p>	
<p><b>Performance Expectations</b></p>	<p><b>Content Expectations</b></p>
<p>3B: During preliminary preparation, aspiring administrators learn how to:</p>	<p>3B: During preliminary preparation, aspiring administrators develop knowledge and understanding</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 a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.</li> </ol>	<p>of:</p> <ul style="list-style-type: none"> <li>• Collective bargaining and employee evaluation process</li> <li>• Classroom structures, schedules, and grouping practices that impact teaching and learning</li> <li>• Management practices to ensure Individual and collective accountability is bias-free</li> </ul>
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**CAPE 3C: Managing the School Budget and Personnel**

New administrators know how effective management of staff and the school’s budget supports student and site needs.

<b>Performance Expectations</b>	<b>Content Expectations</b>
<p>3C: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.</li> <li>2. Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.</li> <li>3. Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.</li> <li>4. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.</li> <li>5. Assess and analyze student and site needs and use this understanding as a base to</li> </ol>	<p>3C: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The role of classroom observations for informing instructional effectiveness in accordance with LEA policy</li> <li>• Variety of data used to determine instructional effectiveness and provide feedback on instructional decisions</li> <li>• Foundational laws, regulations, and accounting procedures relating to school finance, federal and state program funding and local allocations</li> <li>• The value of collaboration and transparency in the development and management of the school budget to support school’s vision, goals, and improvement plans</li> <li>• Strategies to identify, diagnose, and prioritize organizational needs and opportunities</li> </ul>

<p>support financial decision-making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans.</p> <ol style="list-style-type: none"> <li>6. Use various technologies related to financial management and business procedures.</li> <li>7. 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, including financial record keeping and accounting.</li> </ol>	
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**CAPE 3D: School Climate**

New administrators understand the leader’s role in establishing a positive, productive school climate, supportive of staff, students and families.

<b>Performance Expectations</b>	<b>Content Expectations</b>
<p>3D: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. 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>2. 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.</li> <li>3. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.</li> </ol>	<p>3D: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Theory, research, and best practices related to conflict resolution, restorative justice and positive behavioral interventions</li> <li>• Equitably-applied tiered disciplinary practices and student-centered behavior management principles to create a sense of belonging that promotes a safe and productive learning environment</li> <li>• Discriminatory practices, signs of trauma, manifestations of mental illness and culturally responsive, positive and restorative strategies to address diverse student and school needs.</li> </ul>

**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.

**CAPE 4A: Parent and Family Engagement**

New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.

	<p><b>Foundational Content Expectations present in all standards</b></p> <ul style="list-style-type: none"> <li>• <b>Collaboration</b></li> <li>• <b>Continuous Improvement</b></li> <li>• <b>Systems Knowledge</b></li> <li>• <b>Change Process</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Communication Skills • Evidence-based Practice</b></li> <li>• <b>Data Use • Cultural Proficiency</b></li> <li>• <b>Student outcomes and improvement</b></li> </ul>
<b>Performance Expectations</b>	<b>Content Expectations</b>
<p>4A: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Engage family and community members in accomplishing the school’s vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.</li> <li>2. Create and promote a welcoming environment for family and community participation.</li> <li>3. Recognize and respect family goals and aspirations for students.</li> <li>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.</li> </ol>	<p>4A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The value of collaborating with and engaging families and community in discussions and decisions to improve learning for all students</li> <li>• Communication and collaboration skills and strategies to involve families in decision-making about their child’s education and well-being</li> <li>• Strategies to identify and address the diverse expectations, needs, goals, and aspirations of family and community groups</li> </ul>
<p><b>CAPE 4B: Community Involvement</b></p> <p>New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.</p>	
<b>Performance Expectations</b>	<b>Content Expectations</b>
<p>4B: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <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> </ol>	<p>4B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Collaborative decision-making and consensus-building to develop shared commitments and responsibilities</li> <li>• Broad community, family, agency, and organization outreach to promote the health, safety, and well-being of all students</li> <li>• The range of community resources and ways in which to connect families to appropriate agencies</li> </ul>

<p>4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.</p>	
<p><b>CPSEL Standard 5: ETHICS AND INTEGRITY</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>CAPE 5A: 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.</p>	
	<p><b>Foundational Content Expectations present in all standards</b></p> <ul style="list-style-type: none"> <li>• Collaboration • Continuous Improvement</li> <li>• Systems Knowledge • Change Process</li> <li>• Communication Skills • Evidence-based Practice</li> <li>• Data Use • Cultural Proficiency</li> <li>• Student outcomes and improvement</li> </ul>
<p><b>Performance Expectations</b></p>	<p><b>Content Expectations</b></p>
<p>5A: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.</li> <li>2. Use a professional learning plan to focus personal and professional growth in order to achieve the school’s vision and goals.</li> <li>3. Seek opportunities for professional learning that address the range of students’ academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.</li> <li>4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.</li> </ol>	<p>5A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Self-reflection as a means to consider the effect of personal actions on others</li> <li>• Theories and concepts related to self-reflection, personal responsibility and professional growth</li> <li>• Multiple sources of information used to guide reflective practice for continuous improvement</li> <li>• Tools and instruments used to identify areas of personal bias that undermine culturally competent leadership</li> </ul>
<p><b>CAPE 5B: Ethical Decision-Making</b>  New administrators develop and know how to use 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.</p>	
<p><b>Performance Expectations</b></p>	<p><b>Content Expectations</b></p>
<p>5B: During preliminary preparation, aspiring 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 that derive from</li> </ol>	<p>5B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Strategies to identify and address institutional barriers (derived from economic, social-emotional, racial, linguistic, cultural, physical,</li> </ul>

<p>economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.</p> <ol style="list-style-type: none"> <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>gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination) that prevent equitable outcomes</p> <ul style="list-style-type: none"> <li>• Ways to analyze equity gaps that affect school wide improvement</li> <li>• The value of informed stakeholder engagement in addressing critical school issues</li> </ul>
<p><b>CAPE 5C: Ethical Action</b> New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.</p>	
<p><b>Performance Expectations</b></p>	<p><b>Content Expectations</b></p>
<p>5C: During preliminary preparation, aspiring 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> <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>5C: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Characteristics and examples of ethical actions and behaviors related to student learning and school improvement</li> <li>• The relationship of leader dispositions and behavior on the entire school community</li> </ul>
<p><b>CPSEL Standard 6: EXTERNAL CONTEXT AND POLICY</b> Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.</p>	
<p><b>CAPE 6A: Understanding and Communicating Policy</b> 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.</p>	
	<p><b>Foundational Content Expectations present in all standards</b></p> <ul style="list-style-type: none"> <li>• Collaboration • Continuous Improvement</li> <li>• Systems Knowledge • Change Process</li> <li>• Communication Skills • Evidence-based Practice</li> <li>• Data Use • Cultural Proficiency</li> <li>• Student outcomes and improvement</li> </ul>

Performance Expectations	Content Expectations
<p>6A: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.</li> <li>2. Understand and analyze governance and policy systems and use this knowledge 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>6A: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The relationships that exists among political, social, and cultural factors and local school and district decisions</li> <li>• Effective strategies for communicating education governance and policy and their impact on schools to a wide range of stakeholders</li> <li>• The relationships among various local, state, and federal agencies affecting schools in CA</li> <li>• Issues, trends and potential changes that could affect education</li> </ul>
<p><b>CAPE 6B: Representing and Promoting the School</b>  New administrators understand that they are a spokesperson for the school’s accomplishments and needs.</p>	
Performance Expectations	Content Expectations
<p>6B: During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> <li>1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.</li> <li>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.</li> <li>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.</li> <li>4. Involve stakeholders in helping address the school’s challenges as well as sharing in its successes.</li> </ol>	<p>6B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Multiple communication and presentation strategies appropriate for various school stakeholder groups</li> <li>• Advocacy strategies for promoting the school to a variety of stakeholder groups</li> <li>• The importance of leveraging relationships among community groups to support and improve education</li> </ul>

## Appendix C

### Results of Public Survey on the Proposed Realigned Content Expectations

Profile of Respondents:

Who responded to the survey (n=58)	#	%
Teachers	4	7
School Administrators	16	28
Teacher Preparation Faculty	38	66
	58	100

In which type of community is your institution located? (n=55)	#	%
Urban	27	49
Suburban	25	45
Rural	3	5

Geographical Location of Respondents (n=55)	#	%
<b>Bay area</b> (San Francisco, Solano, Napa, Marin, Contra Costa, Alameda, San Mateo)	8	15
<b>Capitol region</b> (Sierra, Yuba, Sutter, Sacramento, Yolo, El Dorado, Alpine, Nevada, Placer)	3	5
<b>Central Valley</b> (Tulare, Kings, Fresno, Madera, Mariposa, Merced, Colusa)	3	5
<b>Costa Del Sur</b> (San Luis Obispo, Kern, Santa Barbara, Ventura)	3	5
<b>Delta Sierra</b> (Amador, San Joaquin, Calaveras, Tuolumne, Stanislaus)	2	4
<b>Los Angeles</b> (Los Angeles)	13	24
<b>North Coast</b> (Del Norte, Humboldt, Mendocino, Sonoma, Lake)	1	2
<b>Northeastern</b> (Siskiyou, Modoc, Trinity, Shasta, Tehama, Lassen, Plumas, Butte, Glenn)	1	2
<b>RIMS</b> (Riverside, Inyo, Mono, San Bernardino)	9	16
<b>South Bay</b> (Santa Clara, Santa Cruz, San Benito, Monterey)	2	4
<b>Southern</b> (San Diego, Orange, Imperial)	10	18

Preparation Personnel by Program Type (n=49)	#	%
CSU Traditional Pathway	8	16
Private Traditional Pathway	17	35
UC Traditional Pathway	1	2
LEA-based Traditional Pathway	11	22
CSU Intern Pathway	3	6
Private Intern Pathway	9	18
UC Intern Pathway	0	0

Preparation Personnel by Program Level (n=37)	#	%
Preliminary Program	13	35
Clear Program (induction)	4	11
Both Preliminary and Clear Programs	20	54

Summary of Survey Questions:

Adequate Information on the Overarching Concepts of the CACE (n=49)	#	%
Yes	47	96
No	2	4

How well does this set of CACEs as a whole represent important knowledge required for competent performance by beginning California school administrators during the first few months on the job? N=41				
Poorly	Somewhat	Adequately	Well	Very Well
0	0	4	17	20

CPSEL Standard 1: Development & Implementation of a Shared Vision											
N=45		No importance		Little		Moderate		Great		Very Great	
Importance of this Content Expectation	1A	0	0.0%	1	2.2%	9	20.0%	16	35.6%	19	42.2%
	1B	0	0.0%	1	2.2%	10	22.2%	17	37.8%	17	37.8%
	1C	0	0.0%	1	2.2%	4	8.9%	27	60.0%	13	28.9%
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
Clarity of this Content Expectation	1A	0	0.0%	0	0.0%	0	0.0%	34	75.6%	11	24.4%
	1B	0	0.0%	0	0.0%	0	0.0%	30	68.2%	14	31.8%
	1C	0	0.0%	0	0.0%	1	2.3%	33	76.7%	9	20.9%
		Never		Rarely		Sometimes		Very Often		Continuously	
Frequency of this content	1A	0	0.0%	8	17.8%	15	17.8%	11	24.4%	11	24.4%
	1B	1	2.2%	3	6.7%	16	35.6%	12	26.7%	13	26.7%
	1C	0	0.0%	3	6.7%	13	28.9%	20	44.4%	9	20.0%

CPSEL Standard 2: Instructional Leadership											
N=42		No importance		Little		Moderate		Great		Very Great	
Importance of this Content Expectation	2A	0	0.0%	1	2.4%	4	9.5%	15	35.7%	22	52.4%
	2B	0	0.0%	0	0.0%	2	4.8%	11	26.2%	29	69.0%
	2C	0	0.0%	0	0.0%	3	7.1%	13	31.0%	26	61.9%
	2D	0	0.0%	0	0.0%	2	4.8%	7	16.7%	33	78.6%
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
Clarity of this Content Expectation	2A	0	0.0%	1	2.4%	1	2.4%	28	66.7%	12	28.6%
	2B	0	0.0%	0	0.0%	3	7.3%	26	63.4%	12	28.6%
	2C	0	0.0%	0	0.0%	1	2.4%	30	63.4%	11	26.2%
	2D	0	0.0%	0	0.0%	3	7.1%	23	54.8%	16	38.1%
		Never		Rarely		Sometimes		Very Often		Continuously	
	2A	0	0.0%	2	4.8%	8	19.0%	13	19.0%	19	45.2%

Frequency of this content expectation	2B	0	0.0%	0	0.0%	5	11.9%	15	35.7%	22	52.4%
	2C	0	0.0%	0	0.0%	10	23.8%	9	21.4%	23	54.8%
	2D	0	0.0%	2	4.8%	5	11.9%	11	26.2%	24	57.1%

CPSEL Standard 3: Management & Learning Environment											
N=41		No importance		Little		Moderate		Great		Very Great	
Importance of this Content Expectation	3A	0	0.0%	2	4.9%	6	14.6%	17	41.5%	16	39.0%
	3B	1	2.4%	1	2.4%	6	14.6%	14	34.1%	19	46.3%
	3C	0	0.0%	0	0.0%	2	4.9%	11	26.8%	28	68.3%
	3D	0	0.0%	1	2.4%	8	19.5%	16	39.0%	16	39.0%
3D had an n of 26		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
Clarity of this Content Expectation	3A	0	0.0%	0	0.0%	3	7.3%	26	63.4%	12	29.3%
	3B	0	0.0%	0	0.0%	3	7.3%	26	63.4%	12	29.3%
	3C	0	0.0%	1	2.5%	4	10.0%	18	45.0%	17	42.5%
	3D	0	0.0%	1	3.8%	2	7.7%	17	65.4%	6	14.6%
3D had an n of 28		Never		Rarely		Sometimes		Very Often		Continuously	
Frequency of this content expectation	3A	0	0.0%	1	2.4%	14	34.1%	14	34.1%	12	34.1%
	3B	0	0.0%	3	7.3%	14	34.1%	15	36.6%	9	22.0%
	3C	0	0.0%	1	2.4%	3	7.3%	10	25.0%	26	65.0%
	3D	1	0.0%	4	14.3%	9	32.1%	6	21.4%	8	28.6%

CPSEL Standard 4: Family & Community Engagement											
N=41		No importance		Little		Moderate		Great		Very Great	
Importance of this Content Expectation	4A	0	0.0%	0	0.0%	8	19.5%	16	39.0%	17	41.5%
	4B	0	0.0%	1	2.4%	8	19.5%	19	46.3%	13	31.7%
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
Clarity of this Content Expectation	4A	0	0.0%	1	2.4%	3	7.3%	23	56.1%	14	34.1%
	4B	0	0.0%	0	0.0%	1	2.4%	26	63.4%	14	34.1%
		Never		Rarely		Sometimes		Very Often		Continuously	
Frequency of this content expectation	4A	0	0.0%	2	4.9%	9	22.0%	14	34.1%	16	39.0%
	4B	0	0.0%	7	17.1%	11	26.8%	13	31.7%	10	24.4%

<b>CPSEL Standard 5: Ethics &amp; Integrity</b>											
N=41		No importance		Little		Moderate		Great		Very Great	
Importance of this Content Expectation	5A	0	0.0%	1	2.4%	5	12.5%	9	22%	26	65.0%
	5B	0	0.0%	0	0.0%	3	7.3%	16	39.0%	22	53.7%
	5C	0	0.0%	0	0.0%	2	4.9%	13	31.7%	26	63.4%
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
Clarity of this Content Expectation	5A	0	0.0%	0	0.0%	2	4.9%	23	56.1%	16	39.0%
	5B	0	0.0%	2	4.9%	2	4.9%	23	39.0%	14	34.1%
	5C	0	0.0%	2	4.9%	2	4.9%	24	58.5%	13	31.7%
		Never		Rarely		Sometimes		Very Often		Continuously	
Frequency of this Content Expectation	5A	1	2.4%	3	7.3%	4	9.8%	8	19.5%	25	61.0%
	5B	0	0.0%	4	9.8%	9	9.8%	7	17.1%	21	51.2%
	5C	0	0.0%	1	2.4%	7	17.1%	8	19.5%	25	61.0%

<b>CPSEL Standard 6: External Context &amp; Policy</b>											
N=41		No importance		Little		Moderate		Great		Very Great	
Importance of this Content Expectation	6A	0	0.0%	4	9.8%	7	17.1%	17	41.5%	13	31.7%
	6B	0	0.0%	1	2.4%	8	19.5%	21	51.2%	11	26.8%
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
Clarity of this Content Expectation	6A	0	0.0%	0	0.0%	4	10.0%	26	65.0%	10	25.0%
	6B	0	0.0%	0	0.0%	1	2.4%	28	70.0%	11	27.5%
		Never		Rarely		Sometimes		Very Often		Continuously	
Frequency of this Content Expectation	6A	2	4.9%	5	12.2%	14	34.1%	14	34.1%	6	14.6%
	6B	0	0.0%	1	2.4%	19	46.3%	13	31.7%	8	19.5%

Comments provided as part of the survey:

### **Introduction to the Content Expectations--10**

- This is clear to me and provides enough information because of my years of experience. I wonder how much sense it would make to someone just hired by a university to work in the program.
- Please add information regarding CAPE/CACE as related to the CPSEL.
- The CACEs and CAPEs appear to be the CPSELS "unpacked" with a greater emphasis on community involvement.
- Each CACE should fall under the respective CAPE and then align to the CPSEL.
- The introduction statement is too long. I don't feel that I need to know the process (i.e. redundancies, performance expectations written as statements, etc. The second section, with the list of seven recurring themes, is helpful.
- Providing examples for each statement could be helpful.
- There have been so many moving parts in this process I will have faith in final product will be clear and transferrable to student understanding of expectations.
- Survey format makes it difficult to see where the headers would be (e.g. How CACE are Organized). Once I figured that out, it made sense.
- This document shows the alignment of CPSELS, CAPEs, & CACE much better.
- Clearly stated

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

#### **Clarity of this CACE--2**

- I marked Agree but want to call out the word "collaborative" is not equally understood and applied among the many leaders, schools and districts we work with.
- This does not read properly.... During preliminary preparation, aspiring administrators develop knowledge and understanding of: School plans, programs and activities are derived from the vision

#### **Importance of this CACE--5**

- While I believe that these are essential skills, new administrators often serve as vice or assistant principals, and are therefore tasked with carrying out someone else's vision. I believe the CAPEs should reflect this.
- Although I do believe that this knowledge is important, new administrators are often assistant/ vice principals tasked with carrying out someone else's vision rather than their own (while they continue to develop their own, but cannot always act on it). I think this content expectation should acknowledge this, and address the challenges associated with it.
- Most schools already have vision and mission statements or just use the district one. It is never a good idea in the first few months to make sweeping changes especially to something so broad.
- During the first few months, new administrators are just learning the culture of the site and meeting the staff. They are too new to develop, align or derive.

- Typically, new administrators are getting to know the school and staff the first few months and will not attempt to change the school's mission and vision the first few months in a new position.
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## **CAPE 1B: Developing a Shared Vision and Community Commitment**

### **Content Expectation 1B**

#### **Importance of this CACE--4**

- Most beginning administrators have little to no input on this area because it's already been established.
  - Administrators are given assignments as they progress in their respective careers. The skills they develop within the first two to three years are imperative in their growth and developing a personal vision they will convey when they become site Principals.
  - This is a challenging question because the Communication aspect is of the MOST importance for a novice educator however the development of the vision is not always the role of a novice administrator making that of moderate to little importance.
  - Same as 1A
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## **CAPE 1C: Implementing the Vision**

### **Content Expectation 1C**

#### **Clarity of this CACE--1**

- Suggested re-wording: During preliminary preparation, aspiring administrators develop knowledge and understanding of: (The importance of using) Multiple sources of data to inform the development, implementation, and assessment of school improvement plans reflecting the school's mission, vision and goals for equitable learning opportunities see parenthesis so it will read correctly.

#### **Importance of this CACE--5**

- I believe culture should be mentioned in this segment as well. For an administrator to gain the staff's trust in getting to the shared vision, a new administrator must be seen as a culture builder as well.
- I think that the assignment of a novice first time administrator greatly impacts the importance of these skills within the first 6 months of their work as an administrator. If hired from the classroom into a site administrator position all these CACE elements would be mandatory. If hired into the AP in charge of Discipline only a limited number of these would be implemented during the first few months in that position.
- With the new CASC, I can look back at my PASC program and see where, while this is important, it is not likely new administrators will have the opportunity to engage in this level of work. On the one hand, new administrators are trying to figure out what's what. On the other hand, many leaders won't provide opportunities for new administrators to engage in this type of work.
- See 1A. Creating a new collaborative vision and implementing it takes time.
- During preliminary preparation, aspiring administrators develop knowledge and understanding of: (The importance of using) Multiple sources of data to inform the development, implementation, and assessment of school improvement plans reflecting the school's mission, vision and goals for equitable learning opportunities see parenthesis so it will read correctly.

## **CAPE 2A: Personal and Professional Learning**

### **Content Expectation 2A**

#### **Clarity of this CACE--1**

- This language does not clearly map a plan for me and, in fact, the last statement seems different from the others ones "Discriminatory practices that hinder addressing the diverse needs of students." That is very important, but it is a strategy written from a deficit lens (as opposed to asset lens) and it suggests that people need to look for a "gotcha" as opposed to pro-actively identifying successful strategies and paths.
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## **CAPE 2B: Promoting Effective Curriculum, Instruction, and Assessment**

### **Content Expectation 2B**

#### **Clarity of this CACE--3**

- Somewhat surface and limited in the writing in this section.
  - Some typos
  - This bullet point is unclear.... The relationship among expectations for students, learning and outcomes
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## **CAPE 2C: Supporting Teachers to Improve Practice**

### **Content Expectation 2C**

#### **Clarity of this CACE--1**

- This may be job specific.
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## **CAPE 2D: Feedback on Instruction**

### **Content Expectation 2D**

#### **Clarity of this CACE --2**

- I believe "multiple coaching strategies" should be more explicit.
- Some are written as statements and some are just phrases. Ex "multiple coaching strategies" is so general and vague and suggests that you can pick and choose elements of coaching practices and be effective as opposed to being intentional and robust in your work with coaching teachers for professional growth.

#### **Importance of this CACE --1**

- Often, new administrators are deans or V.P. in charge of student discipline and are not permitted to go into classrooms and work with teachers.
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## **CAPE 3A: Operations and Resource Management**

### **Content Expectation 3A**

#### **Clarity of this CACE --0**

#### **Importance of this CACE --0**

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## **CAPE 3B: Managing Organizational Systems and Human Resources**

### **Content Expectation 3B**

#### **Clarity of this CACE --2**

- again - wording seems inconsistent with other CACE

- Change wording to processes instead of process Collective bargaining and employee evaluation process(es)
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### **CAPE 3C: Managing the School Budget and Personnel**

#### **Content Expectation 3C**

##### **Clarity of this CACE--3**

- Misuse of "diagnose" related to organizational needs and opportunities
  - Maybe job specific.
  - 3D seems duplicative of 3A and also very broad in coverage for all being under one CACE.
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### **CAPE 3D: School Climate**

#### **Content Expectation 3D**

##### **Clarity of this CACE--2**

- All of these elements relate to the impact of school climate on students. While by far the most important, this element should also address the impact of climate on families and school staff.
- This one is incomplete.... Discriminatory practices, signs of trauma, manifestations of mental illness and culturally responsive, positive and restorative \_\_\_\_\_

##### **Importance of this CACE --1**

- I believe this area will be considered new to most new administrators as they possibly have not been subjected to the new restorative justice, and PBIS strategies. But they should be deemed relevant and important.
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### **CAPE 4A: Parent and Family Engagement**

#### **Content Expectation 4A**

##### **Clarity of this CACE--2**

- Today's schools operate in an educational marketplace where parents often choose from schools well beyond their home school (even in public settings- open enrollment across districts and counties). The marketplace is likely to expand rather than contract. This standard should address the skills needed to compete in this setting.
  - The content seems a bit redundant and can be found in other CACE.
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### **CAPE 4B: Community Involvement**

#### **Content Expectation 4B**

##### **Clarity of this CACE--1**

- The new administrator must see all resources as relevant and important and must know where and how to access these resources as the need arises.
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### **CAPE 5A: Reflective Practice**

#### **Content Expectation 5A**

##### **Clarity of this CACE--1**

- Suggest adding the word utilize (Utilizing) Multiple sources of information used to guide reflective practice for continuous improvement.
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## **CAPE 5B: Ethical Decision-Making**

### **Content Expectation 5B**

#### **Clarity of this CACE--3**

- the language is too vague. Administrators face huge ethical challenges (district politics, inappropriate staff behavior, etc.)
- wording in this CACE is not consistent with the others
- The first bullet seems wordy and perhaps might fit in another category?

#### **Importance of this CACE --1**

- While I believe that these are essential, I don't think a new administrator has the perspective to see these.
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## **CAPE 5C: Ethical Action**

### **Content Expectation 5C**

#### **Clarity of this CACE--4**

- the language is too vague
  - lack of parallel structure between CACE wording
  - Do 5B and 5C need to be separate?
  - It's vague.
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## **CAPE 6A: Understanding and Communicating Policy**

### **Content Expectation 6A**

#### **Clarity of this CACE--3**

- Special education and general education accommodation and modification law and policy are such a large portion of the new administrator's life. These should be explicitly mentioned.
- Administrators must know where to get vital information as it pertains to the safe and integral operation of the site to which they are charged to.
- Suggest re-wording.... The relationships that exists among political, social, and cultural factors and (their relationship to or impact on) local school and district decisions

#### **Importance of this CACE--2**

- New administrators are focused on their site/program issues and aren't looking at the "big picture".
  - This also seems to be related to laws as the 3rd bullet should perhaps deal not only with policy relationships but legal ones between the various levels.
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## **CAPE 6B: Representing and Promoting the School**

### **Content Expectation 6B**

#### **Importance of this CACE --1**

- The administrator is the key to all stakeholder groups and the transparency to which promotion of activities depend.
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#### **Final Comments--3**

- As noted within my first response, please describe the relationship of the CAPE/CACE to the CPSEL in the introduction. You may wish to check additional areas of the document where it may benefit the reader to revisit that relationship, for clarity, where applicable.

2. Thank you to all for a great job! Overall, this draft provides an effective description and model that well exemplifies the patient, iterative, teamwork of many leaders over the past three years. Wonderful! Thanks so much!

- The focus on testing overshadows what the new administrator needs to know to become a reflective practitioner.
  - Excellent work! Can there be a recommendation for text books and supplemental materials that all candidates can have access to?
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