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# 4E

## Action

### *Education Preparation Committee*

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

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# AGENDA INSERT

**Executive Summary:** This agenda item presents a final draft of the 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:** That the Commission approve the proposed changes to the Content and Performance Expectations, effective immediately.

**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.

September 2017

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

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Below are additional updates to the work presented in item 4E. In anticipation of work to be done with institutions in regards to the Content and Performance Expectations and the CalAPA, Evaluation Systems conducted a bias review of the Preamble to the Content and Performance Expectations. At the June 2017 Commission meeting, public comments suggested that the preamble be added to the document. The bias review suggested the following changes, in track edits:

### Preamble to the CAPEs

Effective educational leaders strive for ~~equity of~~ educational ~~opportunity opportunities that are~~ driven by equity and culturally responsive practices to promote each student’s academic success and well-being. California leaders recognize, respect, and ~~employ utilizey~~ each student’s strengths, experiences, and ~~culture-background~~ as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations ~~associated with race, class, culture and language, gender and sexual orientation, and disability or special status to support the learning of every child.~~

Throughout this set of CAPEs, reference is made to “all students” or “all TK-12 students.” This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, culture, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used in the CAPEs.