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# 4E

## Action

### *Education Preparation Committee*

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

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**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

# Realignment of the Preliminary Administrative Services Content and Performance Expectations

## Introduction

Professional standards for the Administrative Services Credentials (ASC) outline what an administrator should know and be able to do. The Commission adopted the California Professional Standards for Education Leaders (CPSEL) in 2015 that apply to administrators during their induction program and throughout their professional career. An introductory level of the CPSEL is used in the preliminary preparation program where candidates are first introduced to the professional standards. This introductory level of the CPSEL is bifurcated into the Content and Performance Expectations.

## Background

As part of a scheduled updating cycle, the Commission adopted a series of standards for the preliminary Administrative Services Credentials, starting in December 2013. Organized by approval dates, the Commission has adopted preliminary program standards with the accompanying content and performance expectations (2013), clear induction program standards (2014), CPSEL revisions (2015), and a subsequent realignment of the performance expectations to the CPSEL (2016). This item concludes the realignment of standards with the primary focus on the content expectations realignment.

It is important to note that the substance of the Performance and Content Expectations was not changed during the realignment process, but rather the organization of them was revised to clarify the alignment and coherence among the different set expectations for the preliminary program and the professional standards of the clear program.

A workgroup, listed in Appendix A, was convened to accomplish the realignment (January-June 2017), which was then presented to the field via a Survey Monkey poll, and presented as an [information item](#) to the Commission in June 2017. The workgroup members reviewed each suggested alteration to the proposed realignment, incorporating changes where feasible. A table outlining the suggestions and the action taken regarding each one can be found in Appendix B.

## The Proposed Realigned Content Expectations

A final draft of the proposed realigned content expectation can be found in Appendix B. Proposed text that was presented in June is in **blue font**, while suggested changes from the field received as part of the Survey Monkey poll efforts are in **green font**.

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. 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

While realigning the Content Expectations, the workgroup found that a stronger alignment could be achieved between the expectation sets with some slight adjustments to Performance Expectations 2 and 3. These adjustments were shown via a table in the June information item. Previously approved text is in black, with new text as proposed in June in blue and changes from the field since the June Commission meeting in green text. 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 content in order to achieve greater clarity for practitioners.

#### **Staff Recommendation**

Staff recommends that the Commission adopt the realignment of the content and performance expectations as outlined in Appendix B, becoming effective immediately.

#### **Next Steps**

Since this is a reorganization, programs should already be meeting the reorganized content and performance expectations and no new document needs to be submitted to the Commission at this time. During the next regularly scheduled Program Review, preliminary administrative services programs will submit an updated course matrix.

## **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**

### **2017 Realignment of the Content and Performance Expectations**

#### **2017 Preliminary California Administrative Services Credentialing Content Expectations and Performance Expectations with their Alignment to the California Professional Standards for Education Administrators**

##### **Introduction to the Standards and Expectations of the California Administrative Services Credential**

California's two tier credentialing system for education administrators is built around the California Professional Standards for the Teaching Profession (CPSEL). Introduced during the second tier of credentialing, when administrators begin practicing their craft, these six standards define what an education administrator should be able to do from their initial day on the job through retirement.

Previous to the CPSEL, during the first tier of credentialing, California employs foundational expectations that are based upon the CPSEL, but take into account that the majority of candidates are learning how to become an administrator, instead of being one. 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). The CPSEL provides the framework for the expectations and are presented with them to reinforce their alignment. Preliminary programs are responsible for the inclusion of the content and performance expectations within the coursework and fieldwork for the Preliminary Administrative Services Credential.

##### **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.

##### **Universal Concepts found in the Content Expectations**

The 2017 update 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:

- **Student-centered learning and well-being:** Candidates are expected to understand that school success includes both evidence of students' academic achievement and well-being. This includes knowing about instructional practices as well as **non-discriminatory, restorative and non-punitive practices** and practices that support all students' academic,

linguistic, cultural, social-emotional, behavioral, mental and physical development.

- **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.
- **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 parts of the system.
- **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.
- **Collaboration.** Candidates are expected to understand ways to lead a group of professionals who are 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.
- **Communication skills:** Candidates are expected to understand the importance of effectively and efficiently conveying information to another or between people for common benefit, using verbal and written communication skills in a variety of situations (face to face, media-related). Communication skills might include a clearly written newsletter, a comprehensible data presentation to parents, meeting facilitation to ensure participation by many members in the group or skill in providing feedback to teachers based on observations or lesson plan reviews
- **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.

## The Content and Performance Expectations for Preliminary Administrative Services Credential Programs (2017)

### Preamble to the Content Expectations and Performance Expectations

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. California leaders recognize, respect, and employ each student’s strengths, experiences, and culture 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 the Content Expectations and Performance Expectations, reference is made to “all students” or “all P-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, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, 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.

<b>CPSEL Standard 1: DEVELOPMENT &amp; IMPLEMENTATION OF A SHARED VISION</b>	
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.	
<b>CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning</b>	
New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students	
	Foundational Content Expectations present in all standards: <ul style="list-style-type: none"> <li>• Student-centered learning and well-being</li> <li>• Cultural Proficiency</li> <li>• Systems Knowledge</li> <li>• Data Use</li> <li>• Collaboration</li> <li>• Communication Skills</li> <li>• Continuous Improvement</li> <li>• Change Process</li> <li>• Evidence-based Practice</li> </ul>
<b>Performance Expectations</b>	<b>Content Expectations</b>
1A: During preliminary preparation, aspiring administrators learn how to:	1A: During preliminary preparation, aspiring administrators develop knowledge and

<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>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 the linguistic, cultural, social-emotional, behavioral, mental health and physical development of each student.</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>• The ways schools plan, programs and activities are derived from the vision</li> </ul>
<p><b>CAPE 1B: Developing a Shared Vision and Community Commitment</b>  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 style="text-align: center;"><b>Performance Expectations</b></p>	<p style="text-align: center;"><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 school-wide 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>  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>	
Performance Expectations	Content Expectations
<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 used 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>  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>  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>Foundational Content Expectations present in all standards:</p> <ul style="list-style-type: none"> <li>• Student-centered learning and well-being</li> <li>• Cultural Proficiency</li> <li>• Systems Knowledge</li> <li>• Data Use</li> <li>• Collaboration</li> </ul>

	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Continuous Improvement</li> <li>• Change Process</li> <li>• Evidence-based Practice</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 CAPE 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, personal and institutional biases that hinder addressing the diverse needs of all students.</li> </ul>
<b>CAPE 2B: Promoting Effective Curriculum, Instruction, and Assessment</b>	
<p>New administrators understand the role of the 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> <li>2. Establish and maintain high learning expectations for all students.</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, their learning and outcomes.</li> <li>• Effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all learners.</li> </ul>

<p>3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.</p> <p>4. Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.</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 TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and</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</li> </ul>

<p>instruction in accordance with LEA policy and practices.</p> <ol style="list-style-type: none"> <li>2. Use the principles of reflective collegial feedback to guide instructional improvement.</li> <li>3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.</li> </ol>	<p>instruction.</p> <ul style="list-style-type: none"> <li>• Strategies to make data-based decisions that guide equitable and effective instructional practices.</li> </ul>
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**CPSEL Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT**  
 Education leaders manage the organization to cultivate a safe and productive learning and working environment.

**CAPE 3A: Operations and Resource Management**  
 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>Foundational Content Expectations present in all standards:</p> <ul style="list-style-type: none"> <li>• Student-centered learning and well-being</li> <li>• Cultural Proficiency</li> <li>• Systems Knowledge</li> <li>• Data Use</li> <li>• Collaboration</li> <li>• Communication Skills</li> <li>• Continuous Improvement</li> <li>• Change Process</li> <li>• Evidence-based Practice</li> </ul>
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<b>Performance Expectations</b>	<b>Content Expectations</b>
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<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</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</li> </ul>
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<p>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>address health, safety, well-being, and confidential information.</p> <ul style="list-style-type: none"> <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 style="text-align: center;"><b>Performance Expectations</b></p>	<p style="text-align: center;"><b>Content Expectations</b></p>
<p>3B: During preliminary preparation, aspiring 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-re-election, 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>4. 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>3B: During preliminary preparation, aspiring administrators develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Collective bargaining and employee evaluation processes.</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>

**CAPE 3C: School Climate**

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

Performance Expectations	Content Expectations
<p><b>3C:</b> 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><b>3C:</b> 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 responses.</li> <li>• Relationship and impact of social-emotional development, culture and climate on student achievement.</li> </ul>

**CAPE 3D: Managing the School Budget and Personnel**

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

Performance Expectations	Content Expectations
<p><b>3D:</b> 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</li> </ol>	<p><b>3D:</b> 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> </ul>

<p>learning to improve instructional practice.</p> <ol style="list-style-type: none"> <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 support financial decision-making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans.</li> <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>	<ul style="list-style-type: none"> <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, analyze, and prioritize organizational needs and opportunities.</li> </ul>
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**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>Foundational Content Expectations present in all standards:</p> <ul style="list-style-type: none"> <li>• Student-centered learning and well-being</li> <li>• Cultural Proficiency</li> <li>• Systems Knowledge</li> <li>• Data Use</li> <li>• Collaboration</li> <li>• Communication Skills</li> <li>• Continuous Improvement</li> <li>• Change Process</li> <li>• Evidence-based Practice</li> </ul>
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Performance Expectations	Content Expectations
<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>  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>	
Performance Expectations	Content Expectations
<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</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 and provide for 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 to help address difficult or complex problems and issues that may arise.</li> </ul>

<p>health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.</p> <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>	<ul style="list-style-type: none"> <li>• Facilitation of a strong network of support of all school staff including physical and mental health professionals.</li> </ul>
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**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.

**CAPE 5A: Reflective Practice**  
 New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.

	<p>Foundational Content Expectations present in all standards:</p> <ul style="list-style-type: none"> <li>• Student-centered learning and well-being</li> <li>• Cultural Proficiency</li> <li>• Systems Knowledge</li> <li>• Data Use</li> <li>• Collaboration</li> <li>• Communication Skills</li> <li>• Continuous Improvement</li> <li>• Change Process</li> <li>• Evidence-based Practice</li> </ul>
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<b>Performance Expectations</b>	<b>Content Expectations</b>
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<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</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>
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<p>professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.</p>	
<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 economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.</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>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, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination) that prevent equitable outcomes.</li> <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</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>treated equitably and with dignity and respect.</p> <p>3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.</p>	
<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>	
<b>Performance Expectations</b>	<b>Content Expectations</b>
	<p>Foundational Content Expectations present in all standards:</p> <ul style="list-style-type: none"> <li>• Student-centered learning and well-being</li> <li>• Cultural Proficiency</li> <li>• Systems Knowledge</li> <li>• Data Use</li> <li>• Collaboration</li> <li>• Communication Skills</li> <li>• Continuous Improvement</li> <li>• Change Process</li> <li>• Evidence-based Practice</li> </ul>
<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 context 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 their influence on 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 California.</li> <li>• Issues, trends and potential changes that could affect education.</li> </ul>

**CAPE 6B: Representing and Promoting the School**

New administrators understand that they are a spokesperson for the school's accomplishments and needs.

<b>Performance Expectations</b>	<b>Content Expectations</b>
<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>