CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

§ 80054. Services Credential with a Specialization in Administrative Services; Requirements for California-Prepared Candidates.

(a) The minimum requirements for the preliminary Administrative Services Credential include (1) through (7).

(1) One of the following:

(A) a valid clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent; or

(B) a valid clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree; or

(C) a valid clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent;

(2) Completion of one of the following:

(A) a specialized and professional preliminary preparation program in administrative services based on the *Administrative Services Credential Program Standards* (rev. ~~6~~7/201~~4~~8) available on the Commission's website and hereby incorporated by reference taken in California and accredited by the Committee on Accreditation; or

(B) intern program in administrative services based on the *Administrative Services Credential Program Standards* (rev. ~~6~~7/201~~4~~8) available on the Commission's website and hereby incorporated by reference and accredited by the Committee on Accreditation; or

(C) Successfully pass an examination adopted by the commission that is aligned to the *Administrative Services Credential Program Standards* (rev. ~~6~~7/201~~4~~8) identified in subsections (A) and (B).

(3) Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute;

(4) Verification of one of the following as defined in (g)(2)(A):

(A) five years of successful, full-time teaching experience at a public school or private school of equivalent status located in California and/or another state;

(B) five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology or clinical or rehabilitative services at a public school or private school of equivalent status located in California and/or another state; or

(C) a combination of (A) and (B) equal to five years;

(5) For an individual who completes a program as specified in subsection (a)(2)(A) or (a)(2)(B), verification of completion from a Commission-approved program as specified in section 44227(b) and accredited by the Committee on Accreditation as provided in

Education Code section 44373(c). An individual who passes an examination as specified in subsection (a)(2)(C) may submit an application directly to the Commission;

(6) Submission of an application form as defined in section 80001(b)(2) and the application fee as specified in section 80487(a)(1); and

(7) Verification of an offer of employment in a full- or part-time administrative position in an employing agency as defined in subsection (g)(1).

(8) An individual who has completed requirements (1) through (6) but does not have an offer of employment as specified in (7) shall apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment.

(b) A Preliminary Administrative Services Credential issued on the basis of the completion of all the requirements in subsection (a) shall be dated as follows:

(1) If the prerequisite teaching or services credential listed in (a)(1) is valid for five years or less from the issuance date of the preliminary Administrative Services Credential, the preliminary credential shall be valid from the issuance date established in section 80440 and will expire on the expiration date of the basic teaching credential as established in section 80493(b).

(2) If the prerequisite teaching or services credential listed in (a)(1) is valid for more than five years from the issuance date of the preliminary Administrative Services Credential, the preliminary credential shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493(b).

(c) A preliminary Administrative Services Credential authorizes the services specified in section 80054.5.

(d) The minimum requirements for the clear Administrative Services Credential shall include (1) through (6):

(1) Possession of a valid preliminary administrative services credential;

(2) Possession of a valid teaching or services credential as specified in (a)(1);

(3) Verification of two years of successful experience in a full-time administrative position as defined in subsection (g)(2)(B) with an employing agency as defined in subsection (g)(1) while holding the preliminary administrative services credential;

(4) Completion of one of the following:

(A) a~~n individualized~~ clear induction program ~~of advanced administrative services preparation~~ based on the *Administrative Services Credential Program Standards* (rev. ~~6~~7/201~~4~~8) available on the Commission's website and hereby incorporated by reference accredited by the Committee on Accreditation provided in Education Code section 44373(c) designed in cooperation with the employing agency and the Commission-approved preparation program; or

(B) demonstrate mastery of Commission-accredited fieldwork performance standards for the clear administrative services credential pursuant to Education Code section 44270.5(b)(2); or

(C) pass a national administrator performance assessment adopted by the Commission;

(5) For an individual who completes the program specified in (d)(4)(A) or demonstrates mastery as specified in (d)(4)(B), verification of completion from a Commission-approved program as specified in section 44227(b) and accredited by the Committee on

Accreditation as provided in Education Code section 44373(c). An individual who passes an assessment as specified in subsection (d)(4)(C) may submit an application directly to the Commission; and

(6) Submission of an application form as defined in section 80001(b)(2) and the application fee as specified in section 80487(a)(1).

(e) A clear Administrative Services Credential issued on the basis of the completion of all requirements in subsection (d) shall be dated as follows:

(1) If the prerequisite teaching or services credential listed in (a)(1) is valid for five years or less from the issuance date of the clear Administrative Services Credential, the clear credential shall be valid from the issuance date established in section 80440 and will expire on the expiration date of the basic teaching credential as established in section 80493(b).

(2) If the prerequisite teaching or services credential listed in (a)(1) is valid for more than five years from the issuance date of the clear Administrative Services Credential, the clear credential shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493(b).

(f) A clear Administrative Services Credential authorizes the services specified in section 80054.5.

(g) Definitions:

(1) The term "employing agency" as used in this section shall mean:

(A) public school districts in California.

(B) county offices of education or county superintendents of schools in California.

(C) schools that operate under the direction of a California state agency.

(D) California Nonpublic, Nonsectarian Schools and Agencies as defined in Education Code sections 56365 and 56366.

(E) California Charter Schools as ~~established~~ defined in Education Code section 4760~~0~~5.

(F) California Private Schools of equivalent status.

(G) California Juvenile Court Schools.

(H) California Juvenile or Adult Corrections.

(2) The term 'full-time experience' as used in this section shall mean:

(A) Full-Time Teaching or Services Experience: This is defined as teaching or employment in one or more of the services fields specified in subsection (a)(4)(B) for a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time employment will be accepted. Only teaching experience and experience in one or more of the services fields specified in subsection (a)(4)(B) may be combined. Experience earned outside California must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel, or director of human resources by which the individual was employed. Experience from outside the United States will not be considered.

(B) Full-Time Administrative Experience: This is defined as serving as an administrator a minimum of four hours a day, unless the minimum statutory attendance

requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time or combination of administrative service with other school employment will be accepted.

(3) The term 'state' as used in this section means a state, territory, or possession of the United States, the District of Columbia, or the Commonwealth of Puerto Rico.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44065, 44227(b), 44252(b), 44265.3, 44260.1, 44269, 44270, 44270.1, 44270.5, 44372, 44373, 56365 and 56366, Education Code.

§ 80054.1. Services Credential with a Specialization in Administrative Services; Requirements for Candidates Prepared Outside California.

(a) The minimum requirements for the preliminary Administrative Services Credential for individuals with five years of full-time teaching experience earned in another state are (1) through (7):

(1) A baccalaureate degree or a higher degree from a regionally-accredited college or university;

(2) Completion of a teacher preparation program taken at a regionally-accredited college or university located in another state or approved by another state and completed through a local educational agency;

(3) Possession of a professional-level teaching credential issued by another state as defined in section 80413.3(c)(5) for a general education credential or section 80048.3.1(c)(5) for a special education credential;

(4) Verification of five years of successful, full-time experience teaching at a public school or private school of equivalent status located in another state;

(5) Completion of an administrator preparation program at a regionally-accredited college or university located in another state and possession of or eligibility for an administrative services credential in another state;

(6) Submission of an application form as defined in section 80001(b)(2); the application fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442; and

(7) Satisfy California's basic skills requirement as specified in Education Code section 44252(b).

(8) An individual who satisfies requirements (a)(1) through (a)(6), but has not satisfied the basic skills requirement listed in (a)(7) may apply for a one-year nonrenewable credential through a California public school employer or county office of education, as provided in Education Code section 44252(b)(4).

(9) A preliminary Administrative Services Credential issued on the basis of completion of requirements (a)(1) through (a)(7) shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493(a).

(b) The minimum requirements for the preliminary Administrative Services Credential for individuals with less than five years of full-time teaching experience earned in another state are (1) through (6):

(1) One of the following:

(A) A valid clear or life California teaching credential that requires a baccalaureate degree or a higher degree from a regionally-accredited college or university and a program or professional preparation, including student teaching or the equivalent; or

(B) A valid clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects as specified, provided the applicant also possesses a baccalaureate degree or a higher degree from a regionally-accredited college or university; or

(C) A valid clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree or a higher degree from a regionally-accredited college or university and a program of professional preparation, including field work or the equivalent;

(2) Verification of one of the following:

(A) Five years of successful, full-time experience teaching at a public school or private school of equivalent status located in California and/or another state;

(B) Five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology or clinical or rehabilitative services at a public school or private school of equivalent status located in California and/or another state;

(C) A combination of (A) and (B) equal to five years.

(3) Completion of an administrator preparation program at a regionally-accredited college or university located in another state and possession of or eligibility for an administrative services credential in another state;

(4) Submission of an application form as defined in section 80001(b)(2) and the application fee as specified in section 80487(a)(1);

(5) Verification of an offer of employment in a full- or part-time administrative position from an employing agency as defined in section 80054(g)(1); and

(6) Satisfy California's basic skills requirement as specified in Education Code section 44252(b).

(7) An individual who satisfies requirements (b)(1) through (b)(5), but has not satisfied the basic skills requirement listed in (b)(6) may apply for a one-year nonrenewable credential through a California public school employer or county office of education, as provided in Education Code section 44252(b)(4).

(8) An individual who satisfies requirements (b)(1) through (b)(4) and (b)(6), but does not have an offer of employment as specified in (b)(5), shall apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment.

(9) A preliminary Administrative Services Credential issued on the basis of completion of requirements (b)(1) through (b)(6) shall be dated as follows:

(A) If the prerequisite teaching or services credential listed in (b)(1) is valid for five years or less from the issuance date of the preliminary Administrative Services Credential, the preliminary credential shall be valid from the issuance date established in section 80440 and will expire on the expiration date of the prerequisite credential as established in section 80493(b).

(B) If the prerequisite teaching or services credential listed in (b)(1) is valid for more than five years from the issuance date of the preliminary Administrative Services Credential, the preliminary credential shall be valid for five years from the issuance date establish in section 80440 and will expire the first day of the following month as established in section 80493(b).

(c) The minimum requirements for the clear Administrative Services Credential for individuals who qualify on the basis of subsection (a) or (b) are:

(1) Possession of a valid preliminary administrative services credential;

(2) For individuals who qualify via subsection (b), possession of a valid teaching or services credential as specified in (b)(1);

(3) Verification of two years of successful, full-time administrative experience with an employing agency as defined in section 80054(g)(1) earned while holding the preliminary administrative services credential;

(4) Completion of one of the options provided in subsection (d)(~~3~~4)(A), (d)(~~3~~4)(B), or (d)(~~3~~4)(C) of section 80054;

(5) A completed application form as specified in section 80001(b)(2) and the application fee specified in section 80487(a)(1); and

(6) For an individual who completes a program as specified in subsection (d)(~~3~~4)(A) or (d)(~~3~~4)(B) of section 80054, verification of completion from a Commission-approved program as specified in Education Code section 44227(b) and accredited by the Committee on Accreditation as provided in Education Code section 44373(c). An individual who passes the assessment specified in subsection (d)(~~3~~4)(C) of section 80054 may apply directly to the Commission.

(7) A clear Administrative Services Credential issued on the basis of completion of requirements (c)(1) through (c)(5) shall be dated as follows:

(A) For an individual who qualified for the preliminary Administrative Services Credential on the basis of completion of the requirements specified in subsections (a)(1) through (a)(7), the clear credential shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493(a).

(B) For an individual who qualified for the preliminary Administrative Services Credential on the basis of completion of the requirement specified in subsections (b)(1) through (b)(6), the clear credential shall be dated as follows:

1. If the prerequisite teaching or services credential listed in (b)(1) is valid for five years or less from the issuance date of the clear Administrative Services Credential, the clear credential shall be valid from the issuance date established in section 80440 and will expire on the expiration date of the prerequisite credential as established in section 80493(b).

2. If the prerequisite teaching or services credential listed in (b)(1) is valid for more than five years from the issuance date of the clear Administrative Services

Credential, the clear credential shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493(b).

(d) The minimum requirements for the clear Administrative Services Credential for individuals with out-of-state teaching and administrative experience are:

(1) A baccalaureate degree or a higher degree from a regionally-accredited college or university;

(2) Completion of a teacher preparation program taken at a regionally-accredited college or university located in another state or approved by another state and completed through a local educational agency;

(3) Possession of a professional-level teaching credential issued by another state as defined in section 80413.3(c)(5) for a general education credential or section 80048.3.1(c)(5) for a special education credential;

(4) Verification of five years of successful, full-time experience teaching at a public school or private school of equivalent status located in another state:

(5) Completion of an administrator preparation program at a regionally-accredited college or university located in another state and possession of ~~or eligibility for~~ an administrative services credential in another state;

(6) Verification of three years of successful, full-time experience in an administrative position at a public or regionally-accredited private school located in another state or successfully completed an individual program of professional development that included intensive mentoring, assistance, and support as certified by the employing school district;

(7) Performance evaluations from the last two years of the verified out-of-state administrative experience;

(8) Submission of an application form as defined in section 80001(b)(2); the application fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442; and

(9) Satisfy California's basic skills requirement as specified in Education Code section 44252(b).

(10) An individual who satisfies requirements (d)(1) through (d)(8), but has not satisfied the basic skills requirement listed in (d)(9) may apply for a one-year nonrenewable credential through a California public school employer or county office of education, as provided in Education Code section 44252(b)(4).

(11) A clear Administrative Services Credential issued on the basis of completion of the requirements (d)(1) through (d)(9) shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month as established in section 80493(a).

(e) An Administrative Services Credential issued pursuant to this section authorizes the services specified in section 80054.5.

(f) The following definitions apply to the terms used in this section:

(1) ‘Full-time teaching or services experience’ shall mean a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time

employment will be accepted. ~~Teaching experience may not be combined with other school employment to satisfy (a)(4) or (d)(4). Teaching experience and experience in one or more of the services fields specified in subsection (b)(2)(B) may be combined to satisfy (b)(2).~~ Up to two years of successful, full-time experience in an administrative position at a public or regionally-accredited private school located in another state as defined in (f)(2) may be combined with teaching experience to satisfy (a)(4) or (d)(4), or may be combined with teaching experience and/or experience in one or more of the services fields specified in (b)(2)(B) to satisfy (b)(2). Administrative experience accepted to satisfy the teaching experience requirement in (a)(4) or (d)(4) shall be excluded from the administrative experience requirement in (d)(6). Experience earned outside California must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel, or director of human resources by which the individual was employed. Experience from outside the United States will not be considered.

(2) 'Full-time administrative experience' as used in (d) shall mean serving as an administrator a minimum of four hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time or combination of administrative service with other school employment will be accepted. Experience earned outside California must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel, or director of human resources by which the individual was employed. Experience from outside the United States will not be considered.

(3) The term 'state' as used in this section means a state, territory or possession of the United States, the District of Columbia, or the Commonwealth of Puerto Rico.

(4) Performance evaluations:

(A) The effectiveness areas on the performance evaluations must include, but are not limited to, all of the areas, 1. through 4., below. If these areas are not included in the evaluations, the individual may submit a supplemental letter on the employer's letterhead and signed by the superintendent or his/her designee.

1. Demonstration of leadership skills;
2. Verification of leadership in program implementation and instructional practices;
3. Implementation of effective procedures for smooth operations of the school; and
4. Evidence of self-motivation, continuous professional development, and the updating of skills in administration.

(B) Performance evaluation ratings must be satisfactory or better.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44227(b), 44252(b), 44270, 44270.1, 44270.3, 44270.4, 44270.5, 44372, 44373, 47605, 56365 and 56366, Education Code.

Administrative Services Credential Program Standards

Preliminary Program Standards

Adopted by the Commission
December 2013
Revised June 2018

Clear Induction Program Standards

Adopted by the Commission
February 2014
Revised January 2017

~~Revised June 2014~~

Handbook Revised July 2018

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State of California
Edmund G. ~~Jerry~~ Brown Jr., Governor

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~~STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT ..... 56~~
~~Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.~~

~~STANDARD 5: ETHICS AND INTEGRITY ..... 57~~
~~Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.~~

~~STANDARD 6: EXTERNAL CONTEXT AND POLICY ..... 58~~
~~Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.~~

Appendix D: California Administrator Performance Expectations (CAPE) Alignment with the California Professional Standards for Educational Leaders (CPSEL) 54

Section I. Forward to the Administrative Services Credential Program Standards

Introduction

At the dawn of the 21st century, the demand for high quality school leaders has never been greater. And with such demands, come new roles, responsibilities, and performance expectations. The imperative for high quality school leaders has been stimulated by the broader national education reform agenda and by recent research regarding the centrality of effective leadership in the development and support of powerful teaching and learning in schools. In a study conducted by the Wallace Foundation researchers stated, "To date we have not found a single case of a school improving its student achievement record in the absence of talented leadership."[1] Moreover, they noted that effective leadership is second in importance only to effective teaching among the many school variables that impact student achievement.

As the conditions and contexts of California's public schools and the needs of its children continue to change, the Commission on Teacher Credentialing has worked to refine and revise the standards used to guide preliminary and clear administrative licensure processes and requirements and to ensure that they reflect current research about effective leadership in schools while keeping pace with the highly complex and diverse needs of California schools and the children served by them.

With the implementation of the 2013-14 Administrative Services Credential Program Standards, the Commission embarks upon a new era in the preparation of California's educational leaders. The primary focus of the preliminary administrative services program will be to prepare future leaders for their initial administrative position, with special emphasis on preparation for the position of site administrator, or principal, for a specific school site, while the clear credential program will be focused on job-embedded, real-life experiences of educational leaders. The heart of the clear credential program is a coaching-based professional induction process contextualized for whatever job the administrator currently holds while continuing to develop candidates for future leadership positions. This new structure is designed to provide the best career preparation and experiences for effective leadership in California's 21st century schools.

The Learning to Teach and Learning to Lead Continuums

Conceptually, the cultivation of high quality leadership begins in the classroom and proceeds along a continuum of professional activities and experiences that also includes initial preparation, performance assessments, professional induction, and ongoing professional development. The 2013-14 Administrative Services Credential Program Standards are designed to illuminate and facilitate a candidate's progression along the professional pathway from classroom teacher to practicing administrator through aligned and developmentally progressive learning activities and experiences. Figures 1 and 2 on the next pages illustrate the Learning to Teach and the Learning to Lead continuums, two halves of California's educator continuum.

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[1] Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning.* New York, NY: The Wallace Foundation. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/ How-Leadership-Influences-Student-Learning.pdf

Figure 1: The Learning to Teach System

Preliminary Credential Preparation

Blended Program
- Subject Matter Preparation
- Preliminary Preparation
- Support and Supervision
- Teaching Performance Assessment (TPA)

Post-Baccalaureate Program
- Subject Matter Preparation
- Preliminary Preparation
- Support and Supervision
- Teaching Performance Assessment (TPA)

Intern Program
- Subject Matter Preparation
- Preliminary Preparation
- Support and Supervision
- Teaching Performance Assessment (TPA)

~~Paraprofessional Teacher Training Program (PTTP)~~
- ~~Paid Tuition~~
- ~~Support Network~~
- ~~Career Ladder~~

PRELIMINARY

Clear Credential Preparation

Induction Program~~*~~
- Application of prior knowledge
- Advanced Curriculum Demonstration
- Formative Assessment and Support
- Frequent Reflection on Practice
- Individual Induction Plan (professional growth plan).

~~*If Induction is verified as unavailable as defined in regulation by an employer, then a Clear Credential Program may be completed to earn the Clear Teaching Credential; Form CL-855 is required~~

CLEAR

Credential Renewal

- A Clear Credential is valid for five years and may be renewed through an online application and submission of an appropriate fee.
- Professional growth and successful service verification are not required for credential renewal. School districts are directed to encourage teachers to participate in professional growth activities at the local level.

SYSTEM QUALITIES

OPTIONS
- Entry Routes Including Paraprofessional Program
- Meet Subject-Matter Requirement
- Community College Early Preparation

ALIGNMENT
- State-Adopted Academic Content and Performance Standards for Students
- Teaching Performance Expectations (TPEs)
- California Standards for the Teaching Profession (CSTP)

ACCOUNTABILITY
- Candidate Assessment
- Credential and Induction Program Approval/Accreditation
- Participant Completion of Approved Induction Program

COLLABORATION
- Schools/ Universities
- State Agencies
- ~~BTSA~~ Induction Programs
- Practitioner Teamwork

Figure 2: The Learning to Lead System

Pre-Program Requirements

- 5 Years Experience upon Completion
- Positive Evaluations
- Clear Prerequisite/ Basic Credential before credential rec

Preliminary Credential Preparation
Emphasis to prepare site administrators

Traditional Program

- Based on Content and Performance Expectations
- Coursework & field experience alignment
- ~~Assessment of Performance (local options)~~

Intern Program

- Meets state standard, differentiated for the intern candidate
- Based on Content and Performance Expectations
- Coursework & field experience alignment

Examination Pathway

- Based on CPSEL
- Four Domains Examined
- Various Structures Employed
- Aligns with Competency ~~at Completion for~~ Requirements of the Traditional Program

PRELIMINARY

Clear Credential Preparation
Employment required

- Site-based, job-embedded two-year experience
- ~~Main delivery structure is i~~Individualized coaching~~•~~ to build leadership capacity
- Structured around and measured by CPSEL
- Builds upon the preliminary programs summative assessment~~ as measured by preliminary program sponsor~~
- Uses an initial candidate assessment
- Driven by the Individual Induction Plan ~~which is informed by candidate assessment, coach observation and district focus~~
- Induction Plan addresses current position
- Enrollment completed within ~~120 day of start of initial administrative position~~1 year of PASC credential; coaching begins within 30 days of enrollment
- Application of prior knowledge, gained during the preliminary program
- Professional Development required (e.g. seminars, courses, online events, shadowing)
- Frequent Reflection on Practice, individually & with mentor
- Criteria of completion used to determine exit criteria

CLEAR

Credential Renewal

A Clear Credential is valid for 5 years.

Renewal is based upon application and fee.

Professional growth beyond the clear is the responsibility of the employer.

SYSTEM QUALITIES

MULTIPLE PATHWAYS		ALIGNMENT	ACCOUNTABILITY	INDUCTION	COLLABORATION
Preliminary • Traditional Program • Intern Program • Examination Pathway	**Clear** • Induction	• CAPE and CPSEL • Administrative Services Program Standards • Quality Professional Learning Standards	• CTC Accreditation System ○ ~~Biennial Report~~Annual Data System ○ Program ~~Assessment~~Review ○ Site ~~v~~Visit~~s~~ • Performance-based assessments	• Initial years of service • Coaching • Individualized program • Performance-based • Evidence-driven	• Program Sponsor and Candidate Employers • Preliminary and Clear Program Sponsors

Specifically, this new structure identifies a continuum of learning for the educational administrator - the Learning to Lead system. The Learning to Lead system begins with five years of credentialed experience in public schools, and continues through identification of leadership potential, enrollment in a preparation program, participation in an induction program during the first two years of employment, and ongoing learning throughout an administrative career. It provides for structure, support, and professional development for each successive stage, with partnerships between employers and preparation programs.

Learning to Lead provides a coherent, comprehensive, and robust system of professional preparation and development that will cultivate and support school leaders who can facilitate powerful instruction for all students and ongoing school improvement through effective management practices, a commitment to social justice and equity, ethical behavior, professional courage, and personal integrity. These and other key elements of effective leadership are further described within the following preliminary and clear administrative service credential standards. These elements also run throughout each of the standards and are particularly important leadership activators that can stimulate the conditions necessary for vibrant and effective public schools where all children can succeed.

Through the Learning to Lead system, the CTC will support the preparation of high quality school leaders who possess the knowledge, skills, and dispositions needed to lead California's public schools into the 21st century with a clear vision and a commitment to excellence.

The Role of Performance Expectations and the California Professional Standards for Educational Leaders

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

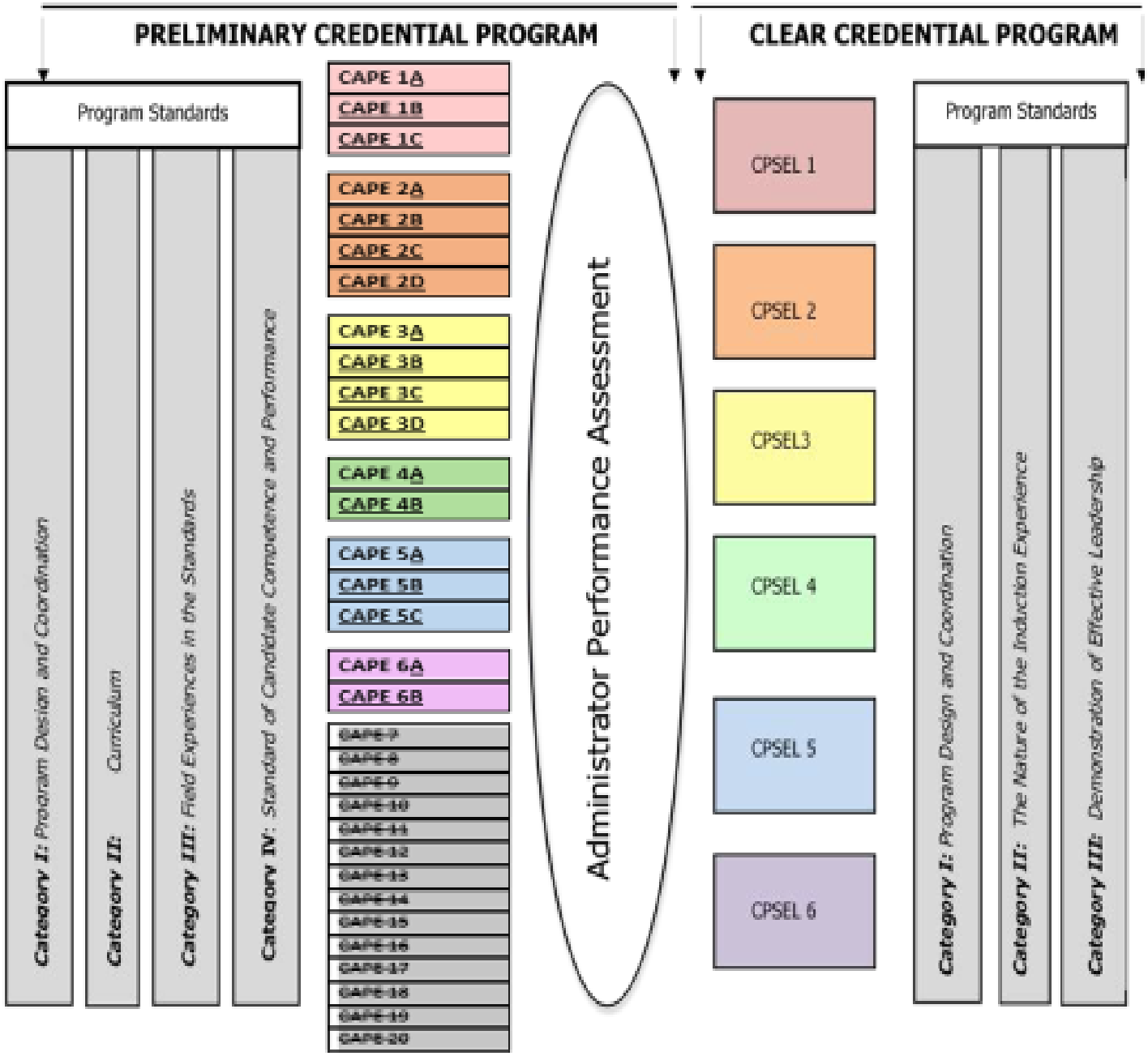
CPSEL have been a part of the California's education leader preparation continuum since 2001, becoming an integral part of administrator preparation programs and the assessment of administrator candidates. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential, introducing a common language to be used in the discussion of administrative tasks and responsibilities.

Embedded in the 2014 Administrative Services Credential Clear Induction Program Standards are the 2014 updated CPSEL. Retaining their former structure, the 2014 CPSEL reflect changes in the education administrator's job responsibilities over the last decade and introduce example indicators of practice that aid in understanding each standard in day-to-day school life. A companion booklet to these standards, the 2014 CPSEL, includes these three levels can be found on the CTC website.

In 2012 the Educator Excellence Task Force, a joint effort by the Commission on Teacher Credentialing and the State Superintendent of Public Instruction issued a report entitled *Greatness by Design*. Among its many recommendations, the Task Force called for the need to clarify the competencies beginning administrators--and their mentors--should be expected to acquire.[2] As a result, the 2013 Preliminary Administrative Services ~~c~~Credential program standards introduce the California Administrator Performance Expectations (CAPE) that describe the set of knowledge, skills and abilities that *beginning* education administrators should have and be able to demonstrate. Aligned to the more sophisticated and complex CPSEL, the CAPE describe a foundation level of knowledge, skills and abilities targeted to a candidate preparing for their first administrative position that also prepares the candidate for ongoing/future learning in the CPSEL themselves. The alignment of the CAPE and CPSEL within the ASC program structure is illustrated in Figure 3

[2] California Department of Education. *Greatness by Design* (2011) Sacramento, CA: Retrieved from http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf

Figure 3: Standards and Performance Measures for the ASC Credentials



Together, these new components of educational leadership preparation--content expectations, performance expectations, targeted preparation, individualized support, ongoing professional learning, and standards-based assessments--provide a coherent system of development that promise to prepare, support and make stellar California's next decade of administrators, leaders who have a deep personal commitment to high expectations for their work that is informed by professional standards.[3]

[3] California Department of Education. *Greatness by Design* (2011) Sacramento, CA: Retrieved from http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf

Section II. Preconditions for the Administrative Services Credential Programs

~~Preconditions for the~~ Preliminary Administrative Services Credential Program

In addition to the Commission's General Preconditions, a Commission-approved program shall determine prior to recommending a candidate for a preliminary Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

Precondition 1: Possess one of the following valid credentials:

a. a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or

b. a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or

c. a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

Education Code section 44270(a)(1) and Title 5 of the California Code of Regulations section 80054(a)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to possess the appropriate prerequisite credential prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Precondition 2: Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute.

Education Code section 44252(b) and Title 5 of the California Code of Regulations section 80054(a)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify the basic skills requirement has been met prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Precondition 3: Verification of one of the following prior to being recommended for the preliminary credential

a. five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);

b. five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or

c. a combination of (a) and (b).

Education Code section 44270(a)(2) and Title 5 of the California Code of Regulations section 80054(a)(4)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify appropriate experience as described above prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Precondition 4: Has completed a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards (rev. ~~6/2014~~7/2018).

Education Code section 44270(a)(3) and Title 5 of the California Code of Regulations section 80054(a)(2)

Precondition 5: Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position.

Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(~~6~~7) and (a)(8)

~~Preconditions for the~~ Administrative Services Credential Clear Induction Program

In addition to the Commission's General Preconditions and Program Preconditions, a Commission-approved program shall determine prior to admission of a candidate to a clear Administrative Services Credential program that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

Precondition 1: Possess a valid California preliminary Administrative Services Credential.

Education Code section 44270.1(a)(1) and Title 5 of the California Code of Regulations section 80054(d)(1)

Precondition 2: Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1).

Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(~~6~~7)

Precondition 3: An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative.

Education Code Section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(~~1~~4)(A)

In addition to the Commission's General Preconditions as well as Precondition 1, 2, and 3 above, a Commission-approved program shall determine prior to recommendation of a candidate for a clear Administrative Services Credential that the candidate has met the following requirements established in California State laws, regulations, and/or Commission policy:

Precondition 4: Verification of two years of successful experience in a full-time administrative position as defined in Title 5 of the California Code of Regulations section 80054(g)(2)(B) with an employing agency as defined in section 80054(g)(1).

Education Code Section 44270.1 (a)(2) and Title 5 of the California Code of Regulations section 80054(g)(1) and (g)(2)(B)

Precondition 5: Has completed a Commission-approved Clear Administrative Services Credential Induction Program based on Administrative Services Credential Program Standards (rev~~. 6/2014~~7/2018).

Education Code Section 44270.1 (a)(3) and Title 5 of the California Code of Regulations section 80054(d)(~~3~~4)(A)

Section III. The Preliminary Administrative Services Credential Program

Introduction

In California, the overwhelming majority of education administrators begin their careers in some kind of leadership position at a local school. Additionally, research studies during the last two decades have shown that school leadership plays a pivotal role in improving the quality of education, resulting in higher student achievement scores.[4] Therefore, the determination was made to focus the state's preliminary preparation program on preparing a candidate to assume leadership at a school site.

While both the preliminary and clear programs continue to be framed around California's Professional Standards for Education Leaders (CPSEL), the preliminary standards introduce a new structure for preliminary programs, the Content Expectations and the Performance Expectations. In support of preparing candidates for school site leadership, the Commission on Teacher Credentialing has identified what administrators should know and be able to do on the first day of their initial education administrator position. These expectations are to be interwoven into the candidate's coursework and fieldwork and the responsibility of the program to ensure each candidate has the opportunity to demonstrate their mastery of them through a variety of assessments throughout their preparation program. Only upon successful demonstration of these expectations will a candidate be recommended for a preliminary ASC credential and move on to the clear induction program and the related, but more complex, CPSEL.

Underscoring the need to practice administrative skills, the 2013 Administrative Services Credential Preliminary standards require institutions to prepare future administrators through traditional coursework that is enhanced by quality day-to-day fieldwork, with assignments and experiences that reflect the responsibilities of today's school leadership and the program's coursework. By serving in today's schools, in positions where candidates are asked to recall and apply the knowledge and skills being learned in their preparatory program courses, the candidates become better prepared to address 21st century administrative job responsibilities.

Finally, these standards also acknowledge the healthy, robust partnerships that must exist between program sponsors and the schools, districts, and county offices they serve. Regular communication is required with the goal of both institutions understanding the mission and goals of their partners. More than being advised of program structures and activities, the partnerships discuss program design, candidate assignments and best practices that will provide quality learning opportunities. It is only through joint collaborative efforts that candidates will be provided with quality fieldwork that brings day-to-day relevance to corresponding coursework.

[4] Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M.T. & Cohen, C. (2007) Preparing school leaders for a changing world: Lessons from exemplary leadership development programs. Standard, CA: Stanford University, Stanford Educational Leadership Institute. Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Preparing-School-Leaders.pdf

Standards of Quality and Effectiveness:
Preliminary Administrative Services Credential Program Standards
(Adopted December 2013)

Category I: Program Design and Coordination

Program Standard 1: Program Design and Rationale
The administrative services preparation program prepares instructional leaders to serve effectively in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research and aligned with the *California Administrator Performance Expectations* and principles of adult learning theory. The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences designed to provide extensive opportunities to engage candidates in developing knowledge, skills, and dispositions to advance teaching and learning. The program includes both formative and summative assessments based on the *California Administrator Performance Expectations (CAPE)*.

Program Standard 2: Collaboration, Communication and Coordination
Each sponsor of an administrative services preparation program establishes one or more partnerships that contribute substantively to the design, implementation, quality and effectiveness of the program. Partnership agreements are collaboratively established with each partner and clearly define roles and expectations of all partners sharing the responsibility for the implementation and success of the program. Partners, such as advisory committees, school districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate regularly and openly. Partners share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

Program Standard 3: Development of Professional Leadership Perspectives
By design, the administrative services preparation program facilitates each candidate's development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills. The program curriculum and pedagogies are designed to engage candidates in learning activities that require the ability to diagnose the causes of organizational problems at both macro and micro-organizational levels (e.g., system-wide and individual). The program provides multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications. In addition, the program ensures candidates understand environmental contexts, organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes. Finally, the program builds leadership perspective through learning activities that expose candidates to ~~the~~ both the internal and external influences, relationships, resources, and opportunities that can engender and support the vision and mission of the school and district.

Program Standard 4: Equity, Diversity and Access
By design, the administrative services preparation program provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and (d) come to understand the role of the leader in creating equitable outcomes in schools. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and

historical practices create and maintain institutional bias, and how leaders can address and monitor institutional-level inequity.

The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students. The program ensures candidates understand pedagogical approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including English learners and students with special needs.

Program Standard 5: Role of Schooling in a Democratic Society
By design, the administrative services preparation program provides each candidate with an opportunity to critically examine the principles of democratic education and the responsibilities of citizenship. This includes the moral imperative to provide all students with the best possible education. The program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. The program includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling. The program prepares candidates to understand the administrator's responsibility to develop and nurture public support, family participation, and community engagement. In addition, the program prepares administrators to establish civility through an organizational culture that promotes constructive problem solving, conflict resolution strategies, and application of ethical behaviors.

Category II: Curriculum

Program Standard 6: ~~Visionary Leadership~~Preparing Candidates to Master the Administrator Performance Expectations (CAPE)
~~The administrative services preparation program helps the candidate develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. The program provides multiple opportunities for each candidate to learn, practice, and reflect on visionary leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.~~

The California Administrator Performance Expectations describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively lead a school community in educating and supporting all students in meeting the state-adopted academic standards.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each California Administrator Performance Expectation (CAPE). As candidates progress through the program, pedagogical and andragogical assignments are increasingly complex and challenging. The scope of the pedagogical and andragogical assignments (a) address the CAPE as they apply to the credential, and (b) prepares the candidate for the California Administrator Performance Assessment (CalAPA) and other program-based assessments.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the CAPE and provide formative and timely performance feedback regarding candidates' progress toward mastering the CAPE.

~~**Program Standard 7: Instructional Leadership**~~
~~The administrative service preparation program addresses the candidate's knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate's ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidates'~~

~~knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards. The program provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.~~

~~Program Standard 8: School Improvement Leadership~~

~~The administrative services preparation program aids the candidate in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. The program develops the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. The program increases the candidate's capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes. The program provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.~~

~~Program Standard 9: Professional Learning and Growth Leadership~~

~~The administrative services preparation program addresses the candidate's ability to model professional growth, framed around principles of adult learning, and identify and facilitate focused developmentally appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning. The program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.~~

~~Program Standard 10: Organizational and Systems Leadership~~

~~The administrative services preparation program addresses the candidate's ability to understand, align, effectively manage, and integrate all the organizational structures, processes, and policies of a school system that impact the school's ability to achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources. The program provides multiple opportunities for each candidate to learn, practice, and reflect on organizational and systems leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.~~

~~Program Standard 11: Community Leadership~~

~~The administrative services preparation program addresses the candidate's ability to advocate for the school and to communicate through a variety of media its successes, needs, and challenges with a broad range of audiences, collaborating with parents, the community, and others in achieving the school's vision and goals. The program provides multiple opportunities for each candidate to learn, practice, and reflect on community leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.~~

Category III: Field Experiences in the Program

Program Standard ~~12~~7: Nature of Field Experiences

In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the *Performance Expectations*. Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

Candidates must complete a range of activities in educational settings. The settings must:

1) support the candidate's ability to complete the APA;
2) demonstrate commitment to collaborative student-centered practices and continuous program improvement;
3) have partnerships with appropriate other educational, social, and community entities that support teaching and learning for all students;
4) create a learning culture that supports all students;

5) understand and reflect socioeconomic and cultural diversity;
6) support the candidate to access data, work with other educators, and observe teaching practice; and
7) permit video capture, where designated, for candidate reflection and APA task completion.

Program Standard ~~13~~8: Guidance, Assistance and Feedback

The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement.

The APA is implemented according to the Commission's requirements.

The institution identifies individual program staff responsible for:

1) implementing the APA, and
2) documenting the administration processes for all activities/cycles in accordance with the Commission's requirements.

The program requires all faculty and staff providing instructional and/or supervisory services to candidates within the program to become knowledgeable about:

1) the APA cycles, rubrics, and scoring, and
2) how the APA is implemented within the program, so that they can appropriately prepare candidates for the assessment and also use APA data for program improvement purposes.

8A: Administration of the Administrator Performance Assessment (APA)

Video

1) For purposes of implementing the video requirement, candidates must be able to record interactions with faculty, staff, and PK-12 students.
2) The program assures that each school or district where the candidate is completing fieldwork has a media release for all who are videotaped on file.
3) The program requires candidates to affirm that the candidate has followed all applicable video policies for the APA task requiring a video, and maintains records of this affirmation for a full Accreditation cycle.

Materials and Data

4) The program assures that candidates understand the appropriate use of materials submitted as part of their APA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.
5) The program maintains program level and candidate level APA data, including individual and aggregate results of candidate performance over time, and retains the data for one Accreditation cycle. The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes.

Retake Appeal Process

6) All programs have a clearly defined written appeal policy regarding CalAPA retakes and informs candidates about the policy prior to enrollment in the program.

Local Scoring Option

7) The program may choose to have their candidate's submission scored by their own calibrated faculty through the centralized scoring structure.

8) If the program participates in the local scoring option, the program coordinates with the Commission to identify the local assessors who train and calibrate, who may then score APA submissions from the program's candidates.

8B: Candidate Preparation and Support

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

(1) The program implements as indicated below the following support activities for candidates.

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

- Providing candidates with access to assessment guides and other explanatory materials about the APA and expectations for candidate performance on the assessment.
- Explaining APA cycles and scoring rubrics.
- Engaging candidates in formative experiences aligned with a APA (e.g., analyzing data, facilitating collaborative professional learning, and coaching for improved instruction).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

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

- Guiding discussions about the APA cycles and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using APA scoring rubrics on assignments outside of the ones the candidate will submit for scoring.
- Asking probing questions about the candidate's draft APA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting the candidate in understanding how to use the program's electronic platform in connection with the assessment platform.
- Arranging technical assistance for the video portion of the assessment.

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

- Editing a candidate's official materials prior to submission and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of the candidate's responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling a candidate which video clips to select for submission.
- Uploading candidate APA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences in preparation for the APA. The feedback includes information relative to the candidate's demonstration of competency on the domains of the California Administrator Performance Expectations (CAPE).

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

8C: Assessor Qualifications, Training, and Scoring Reliability

The preliminary programs identify potential assessors for the centralized scoring option who are then trained, and when calibrated, selected by the Commission's assessment contractor to participate in scoring the APA. For programs electing to use a local scoring option, the program identifies potential assessors based on selection criteria established by the developer of the assessment. The selection criteria for all assessors include but are not limited to andragogical expertise in the content areas assessed within the APA. The developer of the model is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

Category IV: Candidate Competence and Performance

Program Standard ~~14~~9: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the *California Administrator Content Expectations* and satisfactory performance on the full range of *California Administrator Performance Expectations* below. A representative of the program sponsor and at least one field/clinical supervisor provides the verification of candidate competence and performance. ~~When available, a Commission-approved Administrator Performance Assessment may be used to satisfy this requirement. Satisfactory performance is defined as achieving competence as expected for entry-level administrators. During the program, candidates are guided and coached on their performance using formative assessment processes.~~ The candidate must meet all program requirements for coursework and fieldwork and also pass a Commission-approved APA prior to recommendation for a credential. [5]

[5] For 2018-2019 the APA is nonconsequential.

Glossary of Terms:
Preliminary Administrative Services Program Standards

Term	Standard	Definition
Adult Learning	1~~, 9~~	The processes by which adults gain knowledge and expertise that include activities constructed upon six key principles: 1. The learners' need to know; 2. Self-directed learning; 3. Prior experiences of the learner; 4. Readiness to learn; 5. Orientation to learning and problem solving; and 6. Motivation to learn.
CAPE/Performance Expectations	1, 6, 7, 8, 9~~, 10, 11, 12, 14~~	A set of six skill categories that describe the performance expectations for candidates ready to begin service as a California educational administrator.
Civic Responsibility	5	Active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good.
Coach (as distinguished from mentor)	9~~, 14~~	A formal, professional relationship between a candidate and coach, directed toward attainment of professional and organizational goals focusing, consistently, upon leadership that positively impacts learning and teaching practice. A coach is trained and skilled in applying a variety of coaching strategies, skills and resources to the context and needs of the candidate. Coaching is a complex process which can lead to changes in practice, in rethinking/re-strategizing leadership, and transforming the leader's dispositions, behaviors, and communication to build leadership capacity, instructional improvement, and growth in student learning. Administrative coaches focus on the candidate's understanding and application of CPSEL-based leadership outcomes. *(In contrast, a mentor is an experienced practitioner who has an informal relationship with a candidate, fostering an understanding of culture, expectations, and the candidate's place and possible contributions to the work environment. A mentor provides a willing, nonjudgmental ear, counsel when sought and focuses on topics determined by the candidate).*
Community/School Community	2, 5, 6~~11~~	An assemblage of people and organizations intimately involved in the day-to-day activities and success of a school. The community members associate with each other and share common values about the education of children. A school community might include administrators, students, parents, guardians and families, parent-teacher organizations, city services, local businesses, social agencies.
Content Expectations	~~6, 7, 8,~~ 9~~, 10, 11, 14~~	Describe the underlying content knowledge needed by the administrative services candidate to successfully meet the performance expectations outlined in the *California Administrator Performance Assessment Expectations* (CAPE).
Formative assessment	9~~14~~	Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.
Interpersonal Skills	3	The ability to interact positively and productively with people through the application of emotional and social behaviors that are contextually and circumstantially appropriate and sensitive to the needs of others.

Term	Standard	Definition
Intra-Organizational System	3	The logical and coherent arrangement of vision, goals, policies, regulations, and practices within an organization.
Learning activities	3	Learning activities and pedagogies treat the knowledge, concepts, and content of educational administration as relational and interactive rather than discrete and separate. Programs are urged to incorporate student centered learning activities and pedagogies into their program design. These activities are developed using authentic problems of practice and that engage the learner in processes that simulate problem solving, decision making, or other management and leadership tasks as they would be applied in the real world.
Partnerships and Partnership agreements	2	Informal and formal agreements between the sponsoring institution or program leaders and other K-12 organizations (e.g. district or county offices, colleges and universities, educational organizations, professional learning groups) that outline each partner's responsibility to the program's design, implementation, evaluation, and success.
Privilege and Power	4	Power refers to the ability or official authority to decide what is best for others, the ability to decide who will have access to resources, and the capacity to exercise control over others. Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favors, and benefits to members of dominant groups at the expense of members of target groups.
Professional Learning	8~~9~~	The administrative services credential program provides learning opportunities through both sessions that address topics common to all candidates and individualized learning. Professional learning can be provided by coaches, colleagues, workshops, etc.
Summative Assessment	1	A process used to objectively determine if the activities and results of the object being evaluated (e.g., program, intervention, person, etc.) met the stated goals.
Supervisor	2, 6, 8, 9~~13, 14~~	Individuals from the employing district, school or county office who support administrative induction candidates. Although they often provide input to the program (e.g., site or district goals), they remain outside the confidential coach and candidate relationship.
Vulnerable and historically underserved students	4	These students may include students of color, low income, the physically disabled, blind, deaf, deaf-blind, or hard of hearing, mentally ill, developmentally disabled, impoverished, immigrant communities limited English or non-English proficient, undocumented person, medically dependent or medically compromised, chemically dependent, homeless and shelter dependent, clients of the criminal justice system, and emerging or transient special needs.

Section IV. Clear Induction Program Standards

Introduction~~ to the Clear Induction Program Standards~~

With the adoption of the 2014 Clear Induction program standards, California joins numerous other states by requiring an induction experience as part of the credentialing of its educational leaders, providing a "strategy for novice principals that not only…supports individual transition and growth but also…enables the district to validate the quality of novice school principals. When novice [administrators] are able to improve and broaden their portfolio of skills, they are on a path to make a difference, stay in the job, and become highly accomplished leaders who use their expertise to effect successful teaching and learning."[~~5~~6]

What is Induction?

During induction, Commission-approved providers shape professional learning to focus upon candidates' leadership performance--on-the-job, in real-time, and contextualized to the candidate's unique school, district, and community circumstances. This job-embedded professional development replaces a more traditional approach where learning is more theoretical and occurs in the college classroom. Induction shapes candidates' growth and attainment of leadership outcomes and must adapt to the varied needs of candidates, to respond to new research-based practices, and to respond to the evolving 21st century expectations of schools to prepare students for success beyond K-12. Figure 4, on the next page, provides a flowchart of California's induction program as outlined by the program standards, with an accompanying description of the three required components of coaching, professional learning and assessment.

The central structure of induction is the coaching experience. A qualified, trained coach is assigned to each candidate for the first two years of his/her administrative career. Selected for skills and interest in fostering today's educational leaders, coaches receive specialized training that equips them to work collaboratively with candidates and district leaders to develop professional practice. Together, they gather and examine data, set goals for leadership performance, develop candidate competence, engage in formative assessment, and evaluate both attainment of the identified goals and the candidate's demonstration of leadership.

Professional learning provides additional opportunities to learn and grow while networking with colleagues. Professional development sessions may address common leadership themes pertinent to beginning administrators, but is also responsive to the needs of each candidate and individualized work targeted in the California Professional Standards for Education Leaders (CPSEL). Novice administrators benefit from opportunities to practice pertinent skills while learning alongside other induction candidates who provide support, celebrate success, and collaboratively engage in learning.

[~~5~~6]Kearney, K. (2010) *Effective Principals for California Schools: Building a coherent Leadership Development System.* San Francisco: WestEd. Retrieved from: http://www.wested.org/online_pubs/EffectivePrincipals.pdf

Figure 4: Flowchart of California's Administrator Induction Program

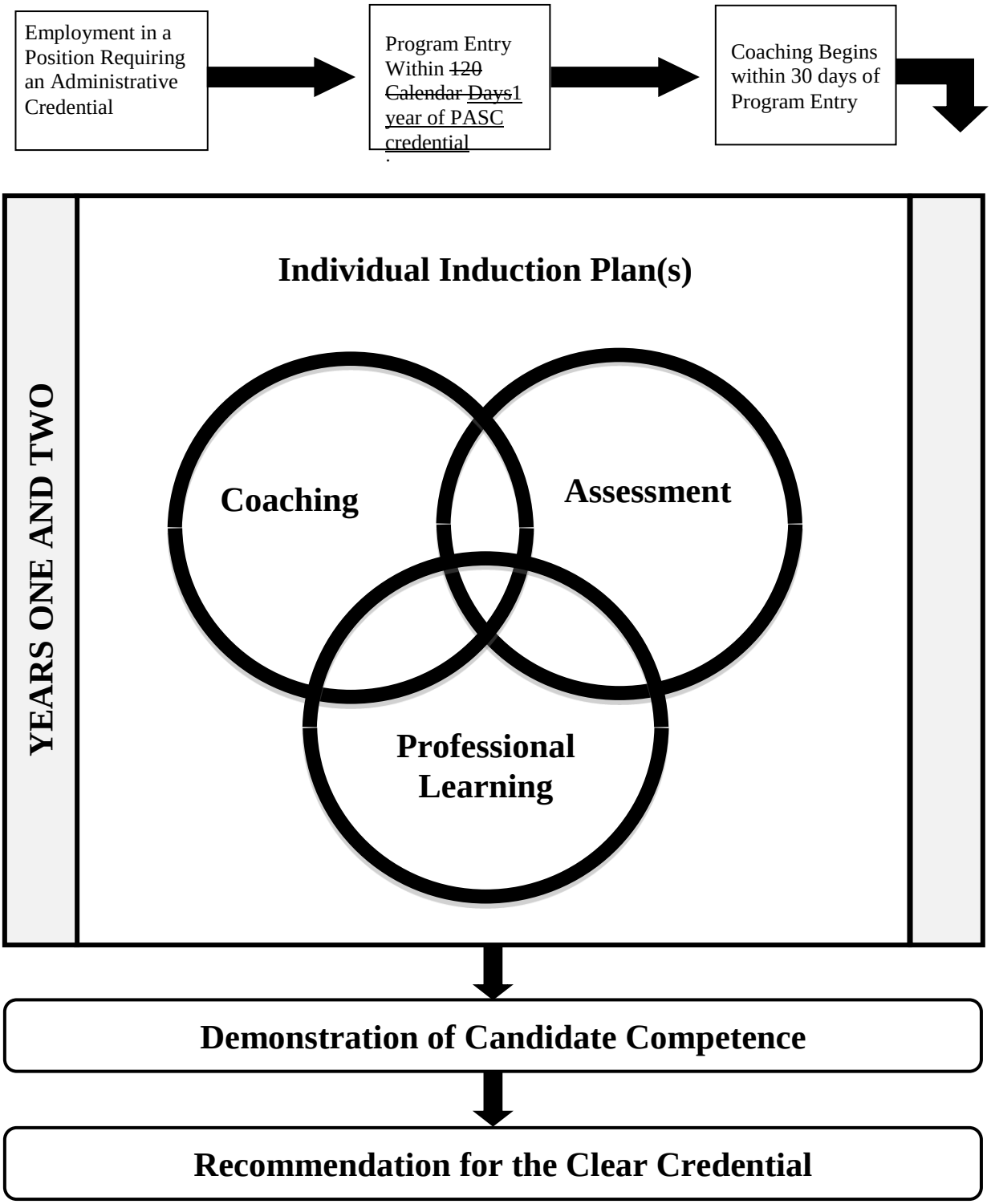


Figure 5: The Components of Induction

COACHING • Experienced administrator coach • Confidential relationship • One-on-one support • Job-embedded support • Actionable feedback • Develops an ongoing relationship • Trust-building relationship • Non-evaluative support • Provides guidance to candidate (not direction) • Provide leadership anticipation and reflection • Builds leadership confidence and independence • Receives training before being assigned to a candidate • Possibly held a position similar to the candidate's position (program sponsor decision)
PROFESSIONAL LEARNING • Outlined in the IIP • Related to IIP Goals that are part of the evaluation system • Aligned to Category III, ~~STD.~~Standard 5 of the Clear Administrative Services Induction Standards (CPSEL) • Supports growth for candidate • Takes a variety of forms: individual or group, workshop or networking with peers, etc. • May be individual or group • Provides networking opportunities • Offerings that address needs common to all beginning administrators • Offerings that address the individual needs of each candidate
ASSESSMENT OF CANDIDATE • Promotes leadership growth • Based on Category III, Standard 5 of the Admin Induction Standards (CPSEL) • Provides feedback that promotes professional reflection • Initial assessment as baseline for induction experience • Formative processes employed throughout the induction experience • Benchmark evaluation to show progress midway in program • Summative demonstration of competence for completion • Includes rubric-based assessment tools • Verification of competence by program sponsor and coach

Figure 6: Candidate View of Induction

Year One

Enrollment into Program (within ~~120 days of job start date~~1 year of PASC credential issuance)

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Initial Assessment

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Coaching Begins (within 30 days of enrollment)

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Initial Development of IIP for Year 1 (revisited and revised throughout Induction)

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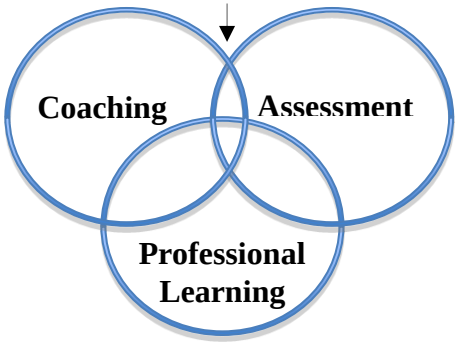

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Demonstration (with evidence) of Competency in Category III, Standard 5

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Benchmark Assessment (progress toward completion)

Year Two

Development or Revision of IIP for Year 2
(revisited and revised throughout Induction)

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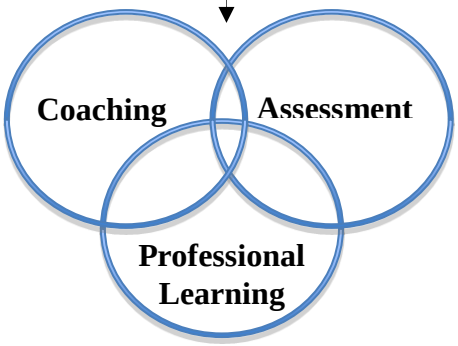

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Demonstration (with evidence)
Of Competency in Category III, Standard 5

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Summative Assessment

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Recommendation for the Clear Administrative Service Credential

While the preliminary program uses the California Administrative Content Expectations and the California Administrative Performance Expectations (CAPE), based upon the CPSEL, California's induction program directly uses the CPSEL as a uniform guide for what a candidate should know and be able to do. Formative assessment activities built around the CPSEL assists the candidate in identifying growth areas, anticipating, planning and implementing leadership experiences, and then reflecting upon those experiences in order to grow professionally. The CPSEL also frame measurements that indicate whether/when a candidate has met requirements and can be recommended for a clear administrative services credential.

California's induction programs provide the bridge between **knowing** the research, skills, and policies behind effective educational administration and leadership **performance** in an education community focused on continuous growth and student achievement. Recommendation for the Clear Administrative Services credential validates that the candidate has successfully crossed this bridge.

Section V. Standards of Quality and Effectiveness: Administrative Services Credential Clear Induction Program Standards

(Adopted February 2014)

Category I: Program Design and Coordination

Program Standard 1: Program Design and Rationale

Induction is the support and guidance provided to novice educators in the early stages of their careers. California's Administrator Induction is an individualized, job-embedded, two-year program, with enrollment ~~and initiation of coaching within 120 days[7] of starting~~in a program expected upon placement in an ~~initial~~ administrative position, but no later than one year from activation of the preliminary credential*. The design of the program is based on a sound rationale informed by theory and research, is primarily coaching-based, and includes personalized learning. Professional learning may be offered through formal and informal partnerships, complements and integrates school and/or district goals, and employs competency indicators that support a recommendation for the clear credential. The program design provides multiple opportunities for candidates to demonstrate growth and competence in the California Professional Standards for Educational Leaders (CPSEL) outlined in Standard 5.

The design of the program allows for enrollment within ~~120 days~~one year of starting an initial administrative position. Upon program completion, the Induction program sponsor certifies a candidate's ability to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations. Assessment of candidate competence is grounded in the proficiencies expressed in Standard 5 of the Administrative Services Credential Induction Program Standards.

Program Standard 2: Program Collaboration, Communication, and Coordination

The induction program formally collaborates with education organizations through partnership agreements to establish a professional education community structure that facilitates and supports induction activities. Each partner's contributions to the design and implementation of candidate preparation and certification are outlined through mutual contract/agreement. Induction programs maintain communication on a regular basis with their partners to ensure that each candidate builds a coherent individualized learning program.

The induction program identifies the individual responsible for program coordination, key personnel involved in program implementation, and the reporting relationships between the identified personnel. Program coordination includes admission, advisement, participant support and assessment, coach preparation, and program evaluation.

The induction program individualizes professional learning opportunities for each candidate and includes program, employer, partner and high quality professional learning approved by the provider, in support of Standard 5 outcomes. The program regularly assesses the quality of their professional learning offerings using criteria that includes participant feedback and direct observation of offerings. The program leaders provide formative feedback to professional learning providers on their work.

Program Standard 3: Selection and Training of Coaches

The induction program selects, prepares, assigns, supports, and supervises coaches, using well-defined criteria. Coaches receive initial training prior to being assigned to a candidate. Initial training includes the development of knowledge and skills of: coaching, goal setting, use of appropriate coaching instruments, and processes of formative and summative assessment designed to support candidate growth in the leadership competencies outlined in Standard 5 of the Administrative Services Credential Induction Program Standards.

* Effective January 1, 2017

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[7] ~~*Standard 4 further clarifies this timeline to be 120 days for candidate enrollment, followed by 30 days in which coaching must commence.*~~

The program provides ongoing training to refine coaching skills, engage in ongoing professional learning in current educational trends, research and policy changes. The program provides ongoing support for individual coaching challenges, reflection on coaching practice, and opportunities for networking with coaching peers. The program identifies and assigns one of its coaches to each candidate within the first 30 days of days of the candidate's admission to the program, matching the coach and candidate according to defined criteria. Clear procedures are in place for reassignment of coaches, if the candidate/coach pairing is not effective.

The program regularly assesses the quality of services provided by coaches to candidates, using criteria including participant feedback, direct observation of coaching, growth of candidate on established criteria, and compliance with program requirements. Induction program leaders provide formative feedback to coaches on their work.

Category II: The Nature of Induction

Program Standard 4: Professional Learning
The induction program is a composite of the key intersecting elements of individualized coaching, professional learning opportunities, and assessment of skills, dependent upon the identified needs of each candidate, and chronicled on a common document, the individual induction plan (IIP). The induction experience is informed by ongoing assessment and is cyclical in nature. Components include initial assessment, goal setting, a plan that incorporates coaching and professional learning opportunities, ongoing formative assessment and reflection, benchmark and summative assessment and reflects a minimum of 60 clock hours and a maximum of 90 clock hours annually.

Section A. The Individual Induction Plan (IIP)
The program provides candidates and coaches opportunities to collaboratively develop professional performance goals as part of an annual Individual Induction Plan (IIP) that is grounded in the outcomes of Standard 5 and considers both employer priorities and individual job responsibilities. The IIP serves as the blueprint for the full induction experience, outlining the components of the program that will enable the candidate to meet or exceed established performance goals. In accordance with Education Code 44270.1(a)(3), the IIP identifies individual needs, based on the candidate's assignment and prior professional experiences, including the assessment that occurs at the end of the preliminary program, if available. The program ensures that the IIP identifies specific performance outcomes and data to be collected to certify demonstration of candidate proficiency in the areas of leadership articulated in Standard 5 of the Administrative Services Credential Induction Program Standards. The IIP is a working document, periodically revisited for reflection and revision. The IIP supports both the coaching and professional learning aspects of the induction program.

Section B. Coaching
The program implements a research-based coaching model, with a sound rationale, that meets the individual needs of beginning administrators. Coaching is a process and service that is individualized for each candidate, with a common focus of developing leadership competency rather than completion of hours.

The coaching based induction program provides a minimum of forty hours of job-embedded coaching activities, including site visits, face-to-face meetings, and electronic conversation (e.g. telephone, computer applications) to support the development of leadership competences in response to the complexity of the candidate's administrative position, experience, background, and IIP goals. In order to provide each candidate with the coaching service needed to attain program outcomes, additional coaching hours may be required. Coaching is regular, consistent, and ongoing throughout each year of the two-year program. Coaching is enhanced with technology supports, however it should be primarily in person and at the site.
The coaching process is one that requires confidential coach-candidate collaboration in self-assessment; investigation and data gathering regarding the circumstances and environment in which the candidate is embedded, and identification of candidate's experience, prior knowledge, and needs; goal setting, that intertwines job-embedded leadership performance with Category III, Standard 5 program outcomes; action planning to guide attainment of goals but which also identifies

opportunities for both candidate growth and demonstration of program outcomes; observation and data gathering regarding learning, impact, and leadership performance; ongoing facilitated reflection, formative assessment, adaptation, anticipation, and development of leadership competence; and documentation of growth and attainment of Category III, Standard 5 program outcomes

Section C. Professional Development

The program provides professional development offerings (a minimum of 20-30 clock hours annually) addressing needs common to all beginning educational administrators as well as provides differentiated learning opportunities as outlined in the candidates' IIP. It includes reflection on current practice, direct instruction in research-based best practices, modeling, problem-based practice, and opportunities for planning and adaptation to current leadership responsibilities. Professional development provides opportunities for candidates to develop professional networks that share best practices and challenges and garner collegial support. All professional development is designed to support the application and demonstration of program competency outcomes articulated in Standard 5 of the Administrative Services Credential Induction Program Standards, and the attainment of the candidate's IIP goals.

Section D. Assessment

The induction program develops assessments to measure candidate competence and take into account the highly variable nature of administrative responsibilities. Assessment tools such as rubric based scales, are based on outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards, identified by the program to measure leadership performance, and used to determine candidate growth and competence. Initial, formative, and summative assessments are collaborative, based on data gathered by the candidate, coach, and program.

The **initial induction** assessment is designed to measure a candidate's entry-level competence in each of the program-selected outcomes from Standard 5 of the Administrative Services Credential Induction Program Standards as baseline information that can be compared in future assessments to determine the candidate's growth over time and overall competency. The initial assessment is informed by multiple measures.

Formative assessment supports and informs candidates about their professional performance and growth as they reflect and improve upon their practice as part of a cycle of inquiry and continuous improvement. The formative assessment process engages the candidate in gathering evidence about his/her own leadership practice, promotes reflection, documents candidate learning and leadership impact, and identifies next steps in pursuit of IIP goals. It utilizes multiple measures such as self-assessment, observation, and analyses of leadership performance.

The program conducts a **benchmark** assessment midway through the program. This evaluates the candidate's progress toward demonstration of competence. The results of the benchmark assessment are reviewed with the candidate and recorded by the program, with prompt goal and/or IIP revisions, if necessary.

Prior to recommending each candidate for a Clear Administrative Services Credential, the program determines that each candidate has reached a level of competence meriting possession of a Clear Administrative Services Credential. This determination is based on a review of observed and documented evidence, collaboratively assembled by coach and candidate. This **summative** review includes a defensible process, an appeal process, and a procedure for candidates to repeat portions of the program as needed. The induction program sponsor and the coach verify that the candidate has met competency expectations for performance as outlined in Standard 5 of the Administrative Induction Program standards.

Category III: Performance Expectations for Leaders

Program Standard 5: California Professional Standards for Educational Leaders

Induction programs support candidate development and growth in the following areas of educational leadership, requiring documentation in at least one area of each CPSEL, for a minimum of six areas of competence.

CPSEL 1. Development and Implementation of a Shared Vision
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students**.**

Element 1A: Student–Centered Vision
Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Element 1B: Developing Shared Vision
Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Element 1C: Vision Planning and Implementation
Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

CPSEL 2. Instructional Leadership
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture
Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Element 2B: Curriculum and Instruction
Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Element 2C: Assessment and Accountability
Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

CPSEL 3. Management and Learning Environment
Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities
Leaders provide and oversee a functional, safe, and clean learning environment.

Element 3B: Plans and Procedures
Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Element 3C: Climate
Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Element 3D: Fiscal and Human Resources
Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

CPSEL 4. Family and Community Engagement
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement
Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Element 4B: Community Partnerships
Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Element 4C: Community Resources and Services
Leaders leverage and integrate community resources and services to meet the varied needs of all students.

CPSEL 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.

Element 5A: Reflective Practice
Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Element 5B: Ethical Decision-Making
Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Element 5C: Ethical Action
Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

CPSEL 6. External Context and Policy
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy
Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Element 6B: Professional Influence
Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

Element 6C: Policy Engagement
Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

See Appendix C for the CPSEL Standards, Elements and Example Indicators

Candidates should use the CPSEL Handbook during the Induction program: http://www.ctc.ca.gov/educator-prep/standards/CPSEL-booklet-2014.pdf

Glossary of Terms:
Administrative Services Credential Clear Induction Program Standards

Term	Standard	Definition
Assessment Tool	4d	The instruments used to gather data about candidate learning. Tools can be both quantitative and qualitative, and refer to both traditional paper-and-pencil tests, as well as to alternative forms of assessment such as oral examinations, group problem-solving, performances and demonstrations, portfolios, peer observations, and others.
Coach/coaching	1, 3, 4	A formal, professional relationship between a candidate and coach, directed toward attainment of professional and organizational goals focusing, consistently, upon leadership that positively impacts learning and teaching practice. A coach is trained and skilled in applying a variety of coaching strategies, skills and resources to the context and needs of the candidate. Coaching is a complex process which can lead to changes in practice, in rethinking/re-strategizing leadership, and transforming the leader's dispositions, behaviors, and communication to build leadership capacity, instructional improvement, and growth in student learning. Administrative coaches focus on the candidate's understanding and application of CPSEL-based leadership outcomes. (In contrast, a mentor is an experienced practitioner who has an informal relationship with a candidate, fostering an understanding of culture, expectations, and the candidate's place and possible contributions to the work environment. A mentor provides a willing, nonjudgmental ear, counsel when sought and focuses on topics determined by the candidate).
Criteria for selection of coaches	3	A set of qualifications and skills that all possible candidates are assessed against, designed to help make the most accurate match between the requirements of a coaching position and the skills of an applicant. Possible coach criteria for an ASC position include • holding of an administrative services credential • years of experience in educational leadership • administrative positions held • completion of training • availability to coach • dispositions key to coaching responsibilities
Hours of coaching	3	The standards call for a range of 40-60 coaching hours annually per participating candidate. While the program is expected to set a minimum number of coaching hours, it should also recognize that different candidates need differing number of hours of support and provide a structure that allows for additional support with no additional fees being charged.
Coaching Skills	1, 3	Coaching skills are myriad and designed to support each participating candidate. These skills include listening, questioning, observation, constructively challenging, holding to account, seeing different perspectives, encouraging and supporting, trusting and using intuition, and maintaining the focus on the candidate
Community/School Community	2	An assemblage of people and organizations intimately involved in the day-to-day activities and success of a school. The community members associate with each other and share common values about the education of children. A school community might include administrators, students, parents, guardians and

Term	Standard	Definition
		families, parent-teacher organizations, city services, local businesses, social agencies.
CPSEL	5	The California Professional Standards for Educational Leaders (CPSEL) lay out quality standards for site and district leaders, providing an overview of what successful leaders do.
Defensible process	4D	In order to earn the credential recommendation, candidates preparing for a clear credential recommendation must provide evidence that demonstrate their competency in at least one area in each of the six Professional Standards listed in Category III, Standard 5.
Equity and Diversity	5	Equity and diversity are woven throughout the candidates' administrative services credential experiences, aiming to create a fairer society, where everyone can participate and have the opportunity to fulfill his/her potential (equity) and recognize individual as well as group differences, treating people as individuals, and placing positive value on diversity in the community and in the workforce (diversity).
Formative assessment	4	Formative assessment is a process used by coaches and candidates during program participation that provides feedback to improve ongoing learning and demonstration of competency within the areas outlined by Category III, Standard 5.
Professional Learning	1-5	Well-designed, research-based professional learning can be a primary lever for improved educator practice and student results when it is: • Addresses student and educator needs and assets • Focuses on content and pedagogy • Targets reaching equitable outcomes • Is ongoing, intensive, and embedded in practice • Emphasizes collaboration and shared accountability • Is supported by adequate resources • Aligns with other standards, policies, and programs for coherence The administrative services credential programs provide learning opportunities through both sessions that address topics common to all candidates and individualized learning opportunities that are related to IIP goals. Professional learning can be provided by a variety of people and organizations (e.g. coach, colleagues, workshops) in a myriad of formats (e.g. individual, paired, group)
Multiple Measures of Assessment	4D, 5	Tools used to evaluate a candidate's level of expertise, such as self-assessments, observation data, and employer input.
Partnerships	1, 2, 5	Education entities (both PreK-12 and IHE), invested in candidate success as education administrators, who join together to offer advice and continuously improve a program leading to a clear administrative credential.
Partnership agreements		Informal and formal agreements between the sponsoring institution or program leaders and other PreK-12 organizations (e.g. district or county offices, colleges and universities, educational organizations, professional learning groups) that outline each partner's responsibility to the program's design, implementation, evaluation, and success.
Professional networks	4C	A structure of strategies, techniques, and systems for communicating, sharing, informing, learning, and interacting within and across professional groups.

Term	Standard	Definition
Reflection	3, 4, 5	The practice of examining both retrospectively and prospectively the conduct of one's behaviors, dispositions, and values and their outcomes, impact, or presumed effects (e.g., on others, organizations, or self).
Summative Assessment	3, 4	A process used to objectively determine if the activities and results of the object being evaluated (e.g., program, intervention, person, etc.) met the stated goals.

Section VI: Transition Plans and Initial Program Review

~~When new program standards are adopted, the Commission also determines whether those credential programs already approved and operating will be allowed to undergo a transition process to the new standards or have to take part in Initial Program Review. Typically, this decision is based upon the extent to which the new standards differ from the previous standards. The chart below indicates the required process for currently approved Administrative Services Credential programs.~~

~~**Previously Adopted**~~	~~**Recently Adopted**~~	~~**Transition or Initial Program Review**~~
~~Preliminary Credential~~	~~Preliminary~~	~~Transition~~
~~Professional Clear Standards Based~~	~~Clear Induction~~	~~IPR~~
~~Professional Clear Guidelines Based~~	~~Clear Induction~~	~~Transition~~

~~Transition Process for Currently Approved Preliminary and Clear Guidelines Based Programs~~

~~For both Preliminary Administrative Services Programs and Guidelines Based Professional Clear programs that have been approved prior to the adoption of the new (2013 and 2014) program standards, information on the transition process will be provided in the form of a Program Sponsor Alert (PSA) and posted on the Commission's website.~~

~~Initial Program Review Process~~

~~All prospective Administrative Services Programs (Preliminary and Induction credential programs) as well as those Professional Clear Standards Based Administrative Services programs approved prior to adoption of the new 2014 standards that wish to offer a Clear Induction Administrative Services credential program will need to participate in Initial Program Review (IPR). To facilitate the review and approval process, Commission staff has detailed instructions on the Initial Program Review website. This website includes information on Submitting a Proposal for an Educator Preparation Program in California. It is essential that these instructions be followed accurately including Submission Guidelines, Document Formatting and Transmission Requirements. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for completion, reformatting and/or revision prior to being forwarded to program reviewers. As outlined in the guidelines, the program sponsor should first notify CTC of their intent to submit a new program and the anticipated date of their submittal. Additional information including expected timelines will be available in a Program Sponsor Alert posted on the Commission's website.~~

~~This process involves a cost recovery fee in accordance with state regulations outlined in Program Sponsor Alert 13-11. Please review this PSA prior to submitting the document for review.~~

Section VI: Appendices

Appendix A: California Administrator Content Expectations (CACE)

Preamble to the Content Expectations and Performance Expectations

Effective educational leaders strive for educational 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 utilize each student's strengths, experiences, and background as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.

Throughout the sets of CACE and CAPE, 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 CACE and CAPE.

Foundational Content Expectations present in all standards:

- Student-centered learning and well-being
- Cultural Proficiency
- Systems Knowledge
- Data Use
- Collaboration
- Communication Skills
- Continuous Improvement
- Change Process
- Evidence-based Practice

A. ~~Visionary Leadership~~DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION	
~~Associated CAPE~~	**~~Content Knowledge Expectations~~**
~~1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals~~	CACE 1A: **Developing a Student-Centered Vision of Teaching and Learning** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • 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.

~~2. Developing a Shared Commitment to the Vision Among All Members of the School Community~~ ~~3. Leading by Example to Promote Implementation of the Vision~~ ~~4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision~~	• The various social, economic, and cultural contexts within the school-community that can be used to inform the school's mission and vision. • The alignment of the school's mission, vision, and goals with those of the district. • The ways school plans, programs and activities are derived from the vision CACE 1B: **Developing a Shared Vision and Community Commitment** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • Contextually appropriate communication strategies to use with diverse stakeholder groups. • Skills, strategies, and practices critical to facilitating the development of a school-wide vision through consensus building. • Skills and strategies for effectively communicating the shared vision. CACE 1C: **Implementing the Vision** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • 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. • Strategies to engage staff and the school community in identifying barriers to implementing the vision and making decisions to guide continuous improvement. • Strategies for using data to continuously monitor and update progress of the school's growth plan and outcomes. ~~A-1. Major theories and concepts in educational leadership~~ ~~A-2. Relationships between leadership theory and practice in the context of contemporary educational issues in California~~ ~~A-3. Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies~~ ~~A-4. Components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students~~ ~~A-5. Skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals~~ ~~A-6. Identify and understand the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts~~

	~~A-7. Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components~~ ~~A-8. The relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education for all students~~ ~~A-9. Examine and respond to equity issues related to race, diversity, and access, using inclusive practices~~ ~~A-10. Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers~~ ~~A-11. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision~~ ~~A-12. Facilitate the comprehensive integration of technology to support achievement of the vision~~ ~~A-13. Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness~~ ~~A-14. Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups~~ ~~A-15. The importance of communicating information about the school on a regular and predictable basis to all families through a variety of media, and ensuring that all constituents have ample access to information sources~~ ~~A-16. Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making~~ ~~A-17. Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator~~ ~~A-18. Understand the roles of a broad range of support staff and mental health professionals.~~ ~~A-19. Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals~~ ~~A-20. Understand how to identify and access resources to help address difficult or complex problems and issues that may arise~~

B. INSTRUCTIONAL LEADERSHIP	
~~**Associated CAPE**~~	~~**Content Knowledge Expectations**~~
~~5. Promoting Implementation of K-12 Standards, Pedagogical~~	CACE 2A: **Personal and Professional Learning** During preliminary preparation, aspiring administrators develop knowledge and understanding of:

B. INSTRUCTIONAL LEADERSHIP	
~~Skills, Effective Instructional Practices and Student Assessments for Content Instruction~~ ~~6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth~~ ~~7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors~~ ~~8. Communicating with the School Community about Schoolwide Outcomes Data and Improvement Goals~~	• Strategies to set standards-based expectations and build professional plans to promote growth in teachers, staff, and administrators. • Strategies to facilitate collaboratively developed individual and collective professional development plans. • Evidence-based strategies and resources for addressing potential problems of practice. • Discriminatory practices, personal and institutional biases that hinder addressing the diverse needs of all students. CACE 2B: **Promoting Effective Curriculum, Instruction, and Assessment** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • State standards and student assessment processes. • The relationship among expectations for students, their learning and outcomes. • Effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all learners. • The use of multiple measures to determine academic growth and success. CACE 2C: **Supporting Teachers to Improve Practice** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • Elements of adult learning theory for the purpose of supporting staff members to improve instructional practices. • Features and models of a culture of continuous improvement. • Use of California state and other professional standards that guide educator development. • Effective, research-based, professional learning systems and strategies that lead to equitable learning opportunities. CACE 2D: **Feedback on Instruction** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • Multiple coaching strategies. • Tools, strategies and skills necessary for effective feedback to improve instruction. • Strategies to make data-based decisions that guide equitable and effective instructional practices. ~~B-1. Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.~~

B. INSTRUCTIONAL LEADERSHIP	
	~~B-2. Recognize and identify mental health conditions that support or hinder student achievement.~~ ~~B-3. California's K-12 student academic content standards and state-adopted assessment systems for measuring student performance~~ ~~B-4. K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and student~~ ~~B-5. Teacher observation and evaluation systems grounded in standards-based teaching and learning~~ ~~B-6. Appropriate and "best" instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented~~ ~~B-7. Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice~~ ~~B-8. Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions~~ ~~B-9. Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments~~ ~~B-10. Promote student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum~~ ~~B-11. Valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning~~ ~~B-12. Understand the purpose, role and use of multiple assessments to continuously evaluate student learning~~ ~~B-13. Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers~~ ~~B-14. Knowledge of appropriate, effective college and career readiness and co-curricular activities~~ ~~B-15. Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations~~ ~~B-16. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven~~

B. INSTRUCTIONAL LEADERSHIP	
	~~professional development programs and opportunities that focus on authentic problems and student outcomes~~ ~~B-17. Induction programs for beginning teachers, including BTSA~~ ~~B-18. Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff~~ ~~B-19. Effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals~~ ~~B-20. Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection, self-assessment and self-directed change and improvement~~ ~~B-21. Effective uses of staff time for purposes of professional development for both individual and school purposes and goals~~ ~~B-22. Strategies for self-improvement and planning for continuous learning in order to serve as a role model for others~~ ~~B-23. Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active learning and promote student reflection and inquiry~~ ~~B-24. Understands how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration~~ ~~B-25. Policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students~~ ~~B-26. Understand and maximize the relationships between student behavior management systems and student success~~ ~~B-27. Understand how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning~~ ~~B-28. Understand how to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning~~ ~~B-29. Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions~~

B. INSTRUCTIONAL LEADERSHIP	
	~~B-30. Strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community~~ ~~B-31. Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians~~ B-32. ~~Identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias~~

C. ~~School Improvement Leadership~~MANAGEMENT AND LEARNING ENVIRONMENT	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
~~9. Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan~~ ~~10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement~~ ~~11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan~~ ~~12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes~~	CACE 3A: **Operations and Resource Management** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • The fundamentals of resource and system management and ways they are coordinated and leveraged to promote learning. • School routines and procedures that ensure access to learning opportunities and resources. • The application of local policies, state laws, and federal requirements that address health, safety, well-being, and confidential information. • Technology to facilitate and enhance operations, communication, and collaboration. CACE 3B: **Managing Organizational Systems and Human Resources** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • Collective bargaining and employee evaluation processes. • Classroom structures, schedules, and grouping practices that impact teaching and learning. • Management practices to ensure Individual and collective accountability is bias-free. CACE 3C: **School Climate** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • Theory, research, and best practices related to conflict resolution, restorative justice and positive behavioral interventions.

C. ~~School Improvement Leadership~~MANAGEMENT AND LEARNING ENVIRONMENT	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
	• 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. • Discriminatory practices, signs of trauma, manifestations of mental illness and culturally responsive, positive and restorative responses. • Relationship and impact of social-emotional development, culture and climate on student achievement. CACE 3D: **Managing the School Budget and Personnel** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • The role of classroom observations for informing instructional effectiveness in accordance with LEA policy. • Variety of data used to determine instructional effectiveness and provide feedback on instructional decisions. • Foundational laws, regulations, and accounting procedures relating to school finance, federal and state program funding and local allocations. • The value of collaboration and transparency in the development and management of the school budget to support school's vision, goals, and improvement plans. • Strategies to identify, analyze, and prioritize organizational needs and opportunities. ~~C-1. Theories and strategies for instituting, managing, and evaluating a school change process~~ ~~C-2. Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs~~ ~~C-3. Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation~~ ~~C-4. Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school's vision and goals~~

C. ~~School Improvement Leadership~~MANAGEMENT AND LEARNING ENVIRONMENT	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
	~~C-5. Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes~~ ~~C-6. Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes~~ ~~C-7. Use time and technology effectively to help manage the school improvement process~~ ~~C-8. Understand how to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan~~ C-9. ~~Strategies for continuous progress monitoring of the school's growth plan and outcomes, and for using those data for updating the school growth plan as needed~~

D. ~~Professional Learning and Growth Leadership~~FAMILY AND COMMUNITY ENGAGEMENT	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
~~13. Modeling Life-Long Learning and Job-Related Professional Growth~~ ~~14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities~~ ~~15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for~~	CACE 4A: **Parent and Family Engagement** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • The value of collaborating with and engaging families and community in discussions and decisions to improve learning for all students. • Communication and collaboration skills and strategies to involve families in decision-making about their child's education and well-being. • Strategies to identify and address the diverse expectations, needs, goals, and aspirations of family and community groups. CACE 4B: **Community Involvement** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • Collaborative decision-making and consensus-building to develop shared commitments and responsibilities. • Broad community, family, agency, and organization outreach to promote and provide for the health, safety, and well-being of all students.

D. ~~Professional Learning and Growth Leadership~~FAMILY AND COMMUNITY ENGAGEMENT	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
~~Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program~~	• 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. • Facilitation of a strong network of support of all school staff including physical and mental health professionals. ~~D-1. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan~~ ~~D-2. Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation~~ ~~D-3. Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one's own performance~~ ~~D-4. Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.~~ ~~D-5. Understand how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff~~ ~~D-6. Understand how to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals~~ ~~D-7. Strategies for building individual staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment~~ ~~D-8. Model how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others~~

D. ~~Professional Learning and Growth Leadership~~FAMILY AND COMMUNITY ENGAGEMENT	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
	~~D-9. Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth~~ ~~D-10. Understand how to support, motivate, and provide recognition to staff at various stages in career development~~ ~~D-11. Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills~~

E. ~~Organizational and Systems Leadership~~ETHICS AND INTEGRITY	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
~~16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning~~ ~~17. Developing, Implementing and Monitoring the School's Budget~~ ~~18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations~~	CACE 5A: **Reflective Practice** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • Self-reflection as a means to consider the effect of personal actions on others. • Theories and concepts related to self-reflection, personal responsibility and professional growth. • Multiple sources of information used to guide reflective practice for continuous improvement. • Tools and instruments used to identify areas of personal bias that undermine culturally competent leadership. CACE 5B: **Ethical Decision-Making** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • 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. • Ways to analyze equity gaps that affect school wide improvement. • The value of informed stakeholder engagement in addressing critical school issues . CACE 5C: **Ethical Action** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • Characteristics and examples of ethical actions and behaviors related to student learning and school improvement.

E. ~~Organizational and Systems Leadership~~ETHICS AND INTEGRITY	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
	• The relationship of leader dispositions and behavior on the entire school community. ~~E-1. Understand federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process~~ ~~E-2. School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)~~ ~~E-3. Understand constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment) in various educational contexts and the role of the educational administrator in monitoring and ensuring compliance with these rights and protections~~ ~~E-4. Understand and apply principles of conflict resolution, student discipline, school disciplinary procedures, including manifestation determination for serious offenses and overall management of the school climate to promote a school culture that is safe and welcoming for all students~~ ~~E-5. Understand school-wide intervention strategies~~ ~~E-6. Understand legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology)~~ ~~E-7. Understand how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements~~ ~~E-8. Understand, develop, and monitor the school's budget and expenditures, including involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)~~ ~~E-9. Prioritize use of school resources, including the budget, to support the school's vision, goals, and growth plan~~ ~~E-10. Research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect~~

E. ~~Organizational and Systems Leadership~~ETHICS AND INTEGRITY	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
	~~and that maintain a focus on continuous improvement and enhanced achievement for all student groups~~ ~~E-11. Understand how to apply systems thinking to set priorities and manage organizational complexity~~ ~~E-12. Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization~~ ~~E-13. Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff~~ ~~E-14. Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff~~ ~~E-15. Skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups~~ ~~E-16. Understand processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting~~ ~~E-17. Understand how to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools~~ ~~E-18. Practices and procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment~~ ~~E-19. Legal and policy requirements related to school safety and how to develop and implement district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management~~ ~~E-20. Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students~~ ~~E-21. Understand the effective use of outside support organizations for student health, safety, and well-being~~

E. ~~Organizational and Systems Leadership~~ETHICS AND INTEGRITY	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
	~~E-22. Space to meet instructional needs and accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs)~~ ~~E-23. Use of technological systems and tools to support the management of school operations~~ ~~E-24. Procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and state regulations related to food services, health services, student transportation, free and reduced-price meals)~~ ~~E-25. Understand how to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups~~ ~~E-26. Types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures~~ E-27. ~~Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events~~

F. ~~Community Leadership~~EXTERNAL CONTEXT AND POLICY	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
~~19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public~~ ~~20. Involving the Community in Helping Achieve the School's Vision and Goals~~	CACE 6A: **Understanding and Communicating Policy** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • The relationships that exists among political, social, and cultural factors and their influence on local school and district decisions. • Effective strategies for communicating education governance and policy and their impact on schools to a wide range of stakeholders. • The relationships among various local, state, and federal agencies affecting schools in California. • Issues, trends and potential changes that could affect education. CACE 6B: **Representing and Promoting the School** During preliminary preparation, aspiring administrators develop knowledge and understanding of: • Multiple communication and presentation strategies appropriate for various school stakeholder groups.

F. ~~Community Leadership~~EXTERNAL CONTEXT AND POLICY	
~~Associated CAPE~~	~~Content Knowledge Expectations~~
	• Advocacy strategies for promoting the school to a variety of stakeholder groups. • The importance of leveraging relationships among community groups to support and improve education. ~~F-1. Defining an inclusive "school community"~~ ~~F-2. Understand the multiple connections between school, families, and the community~~ ~~F-3. Skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision~~ ~~F-4. Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups~~ ~~F-5. How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making~~ ~~F-6. Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community~~ ~~F-7. Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change~~ ~~F-8. Strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote the health, safety, and well-being of all students~~ ~~F-9. Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs~~ ~~F-10. Expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs~~

Appendix B: California Administrator Performance Expectations (CAPE)

California Administrator Performance Expectations (CAPE)
~~Category A~~1: ~~Visionary Leadership~~DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION **Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.**
~~CAPE~~ 1A: Developing ~~and Articulating~~a Student-Centered Vision of Teaching and Learning~~ for the School Consistent with the Local Education Agency's Overall Vision and Goals~~ ~~The principal is able to facilitate the development of a vision of teaching and learning specific to the school and its political, social, economic, and cultural context that is consistent with the local education agency's vision and goals. The vision is student-centered and based in data from multiple sources. The principal facilitates the development of a mission statement to help guide the school community towards implementation of the vision. School program, plans and activities are integrated, articulated through the grades, and consistent with the vision.~~ New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to: 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. 2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission. 3. Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission. 4. Analyze and align the school's vision and mission to the district's goals. 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. 6. Communicate the school's vision of teaching and learning clearly to staff and stakeholders. **~~CAPE 2~~1B: Developing a Shared ~~Commitment to the~~ Vision ~~Among All Members of the School~~ and Community Commitment** ~~The principal works collaboratively with all members of the school community to develop a shared commitment to the achievement of the school's vision. The principal understands the nature of school governance in California, including the roles, responsibilities and relationships of the individual and organizational entities within the California educational system. The principal communicates effectively with various audiences and for various educational purposes, including consensus building and decision making, to help promote a shared sense of responsibility for the school mission and vision.~~ 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. During preliminary preparation, aspiring administrators learn how to: 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. 2. Use effective strategies for communicating with all stakeholders about the shared vision and goals. 3. Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals. **~~CAPE 3~~1C: ~~Leading by Example to Promote~~Implementa~~tion~~ing ~~of~~ the Vision** ~~The principal examines and responds to equity issues related to race, diversity, and access in order to help the school achieve the mission and vision. The principal identifies potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers. The principal holds him/herself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness.~~

California Administrator Performance Expectations (CAPE)
New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, aspiring administrators learn how to: 1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals. 2. Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students. 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. 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. 5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed. **~~CAPE 4: Sharing Leadership with Others in the School Community~~** ~~The principal build trust and provides opportunities for shared and distributed leadership among all members of the school community, and promotes opportunities for all members of the school community to engage in shared decision making and problem solving in support of the school's vision and student learning.~~
~~Category B~~2: INSTRUCTIONAL LEADERSHIP **Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.**
~~CAPE 5~~2A: ~~Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction~~Personal and Professional Learning ~~The principal is knowledgeable about all of the K-12 student academic content standards and the appropriate pedagogical skills for teaching the content of the standards to K-12 students. As the instructional leader of the school, the principal promotes the use of the state-adopted K-12 standards as the primary basis for classroom instruction and for student assessments. The principal helps teachers, students, parents, and community members understand the K-12 standards and their relationship to accomplishing the school's vision and goals. The principal understands and can articulate principles of effective instruction and appropriate student assessment processes. The principal is also knowledgeable about the state's student assessment program and can explain the assessment program and its intended outcomes to staff, students, parents and the community. The principal identifies and takes action to mitigate potential and actual barriers to student learning.~~ New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. During preliminary preparation, aspiring administrators learn how to: 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. 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. 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. 4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.

California Administrator Performance Expectations (CAPE)
2B: Promoting Effective Curriculum, Instruction, and Assessment 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. During preliminary preparation, aspiring administrators learn how to: 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. 2. Establish and maintain high learning expectations for all students. 3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students. 4. Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success. **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. During preliminary preparation, aspiring administrators learn how to: 1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice. 2. Use state-adopted professional standards (e.g., CAPE, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning. 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. **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. During preliminary preparation, aspiring administrators learn how to: 1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices. 2. Use the principles of reflective collegial feedback to guide instructional improvement. 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. ~~**CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth**~~ ~~The principal uses his/her knowledge of the K-12 student academic content standards and appropriate instructional practices to observe and evaluate classroom planning and instruction in accordance with LEA policy and practices. As part of the evaluation process, the principal analyzes evidence of teacher effectiveness based on student work and student learning outcomes. The principal communicates evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices. The principal models self-reflection and use of evidence to help teachers develop these skills and practices as part of their daily planning, instruction, and assessment activities with students. The principal uses his/her knowledge of available instructional resources and technologies to help provide support for improvements in teaching and learning based on teacher and student needs. The principal is knowledgeable~~

~~about valid student assessment processes and the development and use of appropriate classroom assessment measures within a multiple measures, data-driven decision making process.~~

~~CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors~~

~~The principal understands the demographics of the school community, including socioeconomic context, students and family characteristics, cultural and linguistic diversity, and political issues and uses this knowledge to help improve teaching and learning. The principal is knowledgeable about both culturally-relevant instructional practices and instructional practices grounded in first and second language acquisition theories to support effective instruction for English learners, economically, culturally, and/or linguistically diverse students, and students with special needs, and others. The principal helps teachers and staff access community resources, including parents and other community members, to promote learning about students and families, and to promote culturally and linguistically inclusive instructional practices. The principal helps teachers, staff, and others understand the political factors within the community that may affect the school's instructional program, and is proactive in providing information about the schools, its needs and accomplishments, within the larger political environment. The principal understands how classroom structures, school and class scheduling, and grouping practices affect student learning.~~

~~CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals~~

~~The principal communicates the school's improvement goals to students, teachers, parents, and the community and engages in ongoing dialogue with all members of the school community about progress towards meeting the goals. The principal identifies, collects, analyzes, and uses multiple sources of data to provide information for decision making in a variety of contexts, including but not limited to student achievement, teacher professional learning, the school climate, and the school's progress in achieving its goals. The principal organizes data relating to achieving schoolwide goals and outcomes in a manner understandable to students, teachers, parents and the community, and analyzes the data to indicate the degree of progress being made towards the school's goals. The principal presents and discusses these data, including but not limited to standardized achievement data, classroom and other local assessments, with all members of the school community. The principal helps all members of the school community articulate revised school improvement goals based on continuous data analysis and reporting.~~

~~Category C~~3: ~~School Improvement Leadership~~MANAGEMENT AND LEARNING ENVIRONMENT
Education leaders manage the organization to cultivate a safe and productive learning and working environment.

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. During preliminary preparation, aspiring administrators learn how to:

1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.
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.
3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school.
5. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.

California Administrator Performance Expectations (CAPE)
3B: Managing Organizational Systems and Human Resources New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career. During preliminary preparation, aspiring administrators learn how to: 1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff. 2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. 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. **3C: School Climate** New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff students, and families. During preliminary preparation, aspiring administrators learn how to: 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. 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. 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. **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. During preliminary preparation, aspiring administrators learn how to: 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. 2. Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice. 3. Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being. 4. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations. 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. 6. Use various technologies related to financial management and business procedures. 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.

California Administrator Performance Expectations (CAPE)
~~CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan~~ ~~The principal understands and implements strategies to institute, manage, and evaluate a school change process, including facilitating the development of a data-based school growth plan. The principal involves, encourages and supports multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff and community goals for continuous improvement, and collaboratively design the school growth plan consistent with the school's vision and goals. The principal uses technology effectively to help support and manage the school growth and improvement processes.~~ **~~CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement~~** ~~The principal is knowledgeable about theories and strategies as well as best practices related to school improvement and the management of change to accomplish the school growth plan. The principal determines an appropriate evaluation process to document progress towards achieving the school growth plan and is able to work collaboratively with others to identify and make needed changes based on multiple sources of data, including student outcomes.~~ **~~CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan~~** ~~The principal is knowledgeable about a wide range of resources to help implement the school growth plan, including but not limited to human, fiscal, and material resources. The principal identifies and seeks additional resources as needed from a variety of sources both within and outside of the local community to support the implementation of the school growth plan.~~ **~~CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes~~** ~~The principal uses strategies for continuous progress monitoring of the school's growth plan and outcomes, and collaboratively engages others in the school community in using those data for updating the school growth plan as needed. The principal engages all members of the school community on an ongoing basis in reflecting about student outcomes.~~
~~Category D~~4: ~~Professional Learning and Growth Leadership~~FAMILY AND COMMUNITY ENGAGEMENT **Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.**
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. During preliminary preparation, aspiring administrators learn how to: 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. 2. Create and promote a welcoming environment for family and community participation. 3. Recognize and respect family goals and aspirations for students. 4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. **4B: Community Involvement**

California Administrator Performance Expectations (CAPE)
New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, aspiring administrators learn how to: 1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers. 2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions. 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. 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. ~~**CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth**~~ ~~The principal models his/her own self-improvement and professional learning and growth activities, and demonstrates monitoring of improvement in his/her own performance over time. The principal uses multiple sources of data to help inform his/her own job-related professional growth plan. The principal understands how to support, motivate, and provide recognition to staff at various stages in their professional careers.~~ ~~**CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities**~~ ~~The principal is knowledgeable about adult learning principles and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional growth activities for teachers. Professional growth activities are focused on authentic situations and problems and on improving student learning outcomes consistent with the school growth plan. The principal is knowledgeable about induction programs and support systems for beginning teachers, and about individualized teacher support processes such as mentoring and coaching. The principal uses data effectively to collaboratively design differentiated professional development to meet the needs of individual teachers as well as overall school improvement goals.~~ ~~**CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program**~~ ~~The principal involves all members of the school community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills. The principal is knowledgeable about and actively seeks resources for accessing and providing a variety of professional and personal growth opportunities for all members of the school community.~~
~~Category E~~5: ~~Organizatinal and Systems Leadership~~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.**
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. During preliminary preparation, aspiring administrators learn how to: 1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement. 2. Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals. 3. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.

4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.

5B: Ethical Decision-Making

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. During preliminary preparation, aspiring administrators learn how to:

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.
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.
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.

5C: Ethical Action

New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, aspiring administrators learn how to:

1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
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.
3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.

~~**CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning**~~

~~The principal understands how to apply systems thinking to set priorities and manage organizational complexity. The principal applies research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes and systems that promote a culture of collaboration and respect, and that maintain a focus on continuous improvement and enhanced achievement for all student groups. The principal understands how to use technology effectively to facilitate communication, manage information, enhance collaboration, and support effective management of the organization. The principal has the skills and strategies to coordinate and align human resources within the school context, including making appropriate staffing and teacher placement decisions to support organizational goals and promote equitable learning opportunities for all student groups. The principal understands strategies for allocating and using space to meet instructional needs and accommodate a variety of learning programs as well as co-curricular programs. The principal recognizes and addresses potential personal biases as well as potential and actual inequities within the educational system and the school site that can negatively impact student achievement, such as, the effect of class scheduling on student achievement and on equitable access to learning opportunities for all students, including English Learners and students with special needs.~~

~~**CAPE 17: Developing, Implementing, and Monitoring the School's Budget**~~

~~The principal understands school finance in California, including relevant laws and regulations. The principal works collaboratively with others in the school community to develop, implement and monitor the school's budget and expenditures, and reports accurate and timely fiscal information to the LEA and the school community. The principal prioritizes the use of school resources, including the budget, to support the school's vision, goals, and growth plan. The principal understands financial recordkeeping and accounting processes, and the use of current technologies for financial management and business procedures.~~

California Administrator Performance Expectations (CAPE)
~~CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations~~ ~~The principal understands and implements federal, state, and local laws, regulations and guidelines relating to public schools and the educational process. The principal understands constitutional and related legal rights and protections for students and staff and the administrator's role in monitoring and ensuring compliance with these rights and protections. The principal understands legal issues and responsibilities related to evolving technologies and the use of technology within the instructional system. The principal implements legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff. Where applicable, the principal establishes legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff. The principal understands processes of labor relations and collective bargaining in California, and contract implementation and management in the local setting. The principal ensures that school practices and procedures meet legal maintenance, health and safety requirements, including ensuring student and staff safety, building security, crisis planning, and emergency management. Where applicable, the principal understands and implements legal requirements relating to procedures and practices for managing auxiliary services such as food service and student transportation. The principal understands strategies for responding effectively to unpredictable circumstances or unintended consequences of decisions and/or school events.~~
~~Category F~~**6**: ~~**Community Leadership**~~**EXTERNAL CONTEXT AND POLICY** **Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.**
6A: Understanding and Communicating Policy New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to: 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. 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. 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. 4. Operate within legal parameters at all levels of the education system. **6B: Representing and Promoting the School** New administrators understand that they are a spokesperson for the school's accomplishments and needs. During preliminary preparation, aspiring administrators learn how to: 1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills. 2. Provide the public with a clear picture of what the school's mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being. 3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful. 4. Involve stakeholders in helping address the school's challenges as well as sharing in its successes. **~~CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public~~** ~~The principal serves as the spokesperson for the school, its accomplishments and its needs, and advocates for the school within the school community as well as to the external community and the public. The principal demonstrates~~

California Administrator Performance Expectations (CAPE)
~~public speaking, presentation, diplomacy, writing and advocacy skills necessary to represent and promote the school, its accomplishments and its needs to a wide variety of audiences and contexts~~ ~~**CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals**~~ ~~The principal understands the multiple connections between the school, families and the community. The principal encourages the involvement of the entire school community in working towards achieving the school's mission, vision and goals. The principal understands and addresses the diverse expectations, needs, aspirations, and goals of family and community groups and uses this knowledge as a basis for planning and decision making. The principal understands and uses communication strategies effectively to reach out to the broader community, including families, agencies, and community organizations, to promote educational and organizational improvement. The principal demonstrates skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community.~~

Appendix C: California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

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

Element 1A: Student–Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Example Indicators:

1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.

1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.

1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.

1A-4 Emphasize the expectation that all students will meet content and performance standards.

Element 1B: Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Example Indicators:

1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.

1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.

1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.

1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

Element 1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Example Indicators:

1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.

1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

STANDARD 2: INSTRUCTIONAL LEADERSHIP

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

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Example Indicators:

2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.

2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.

2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.

2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

Element 2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Example Indicators:

2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.

2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.

2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.

2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

Element 2C: Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

Example Indicators:

2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.

2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.

2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning

2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

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

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Example Indicators:

3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.

3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.

3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.

3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Example Indicators:

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.

3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.

3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.

3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Example Indicators:

3C-1Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.

3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Example Indicators:

3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.

3D-2 Work with the district and school community to focus on both short and long-term fiscal management.

3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

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.

Element 4A: Parent and Family Engagement
Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Example Indicators:

4A-1 Establish a welcoming environment for family participation end education by recognizing and respecting diverse family goals and aspirations for students.

4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.

4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.

4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.

4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Element 4B: Community Partnerships
Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Example Indicators:

4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.

4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.

4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.

4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

Element 4C: Community Resources and Services
Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Example Indicators:

4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.

4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.

4C-3 Work with community emergency and welfare agencies to develop positive relationships.

4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

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.

Element 5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Example Indicators:

5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.

5A-2 Reflect on areas for improvement and take responsibility for change and growth.

5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.

5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.

5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Example Indicators:

5B-1 Consider and evaluate the potential moral and legal consequences of decisions.

5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.

5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.

5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Example Indicators:

5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.

5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.

5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.

5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

STANDARD 6: EXTERNAL CONTEXT AND POLICY

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

Element 6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Example Indicators:

6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.

6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.

6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

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

Element 6B: Professional Influence

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

Example Indicators:

6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.

6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.

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

Element 6C: Policy Engagement

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

Example Indicators:

6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

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

6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

Appendix D: California Administrator Performance Expectations (CAPE) Alignment with the California Professional Standards for Educational Leaders (CPSEL)

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION **Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.**	
1A: Developing a Student-Centered Vision of Teaching and Learning New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to: 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. 2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission. 3. Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission. 4. Analyze and align the school's vision and mission to the district's goals. 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. 6. Communicate the school's vision of teaching and learning clearly to staff and stakeholders. **1B: Developing a Shared Vision and Community Commitment** 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. During preliminary preparation, aspiring administrators learn how to:	**1A: Student–Centered Vision** Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. *1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.* *1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.* *1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.* *1A-4 Emphasize the expectation that all students will meet content and performance standards.* **1B: Developing Shared Vision** Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders. *1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.* *1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.* *1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.* *1B-4 Align the vision and goals with local, state, and federal education laws and regulations.*

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
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. 2. Use effective strategies for communicating with all stakeholders about the shared vision and goals. 3. Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals. **1C: Implementing the Vision** New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, aspiring administrators learn how to: 1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals. 2. Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students. 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. 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. 5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.	**1C: Vision Planning and Implementation** Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals. *1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.* *1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.* *1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.*
2: INSTRUCTIONAL LEADERSHIP **Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.**	

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
2A: Personal and Professional Learning New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. During preliminary preparation, aspiring administrators learn how to: 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. 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. 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. 4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice. **2B: Promoting Effective Curriculum, Instruction, and Assessment** 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. During preliminary preparation, aspiring administrators learn how to: 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. 2. Establish and maintain high learning expectations for all students. 3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.	**2A: Professional Learning Culture** Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance. *2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.* *2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.* *2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.* *2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.* **2B: Curriculum and Instruction** Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes. *2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.* *2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.* *2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.* *2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.* . **2C: Assessment and Accountability** Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning. *2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.*

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
4. Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success. **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. During preliminary preparation, aspiring administrators learn how to: 1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice. 2. Use state-adopted professional standards (e.g., CAPE, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning. 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. **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. During preliminary preparation, aspiring administrators learn how to: 1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices. 2. Use the principles of reflective collegial feedback to guide instructional improvement. 3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine	*2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.* *2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.* *2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning* *2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.*

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
and enhance instruction and assessment that supports student learning, safety, and well-being.	
3: MANAGEMENT AND LEARNING ENVIRONMENT **Education leaders manage the organization to cultivate a safe and productive learning and working environment.**	
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. During preliminary preparation, aspiring administrators learn how to: 1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources. 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. 3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. 4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. 5. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles. **3B: Managing Organizational Systems and Human Resources** New administrators know the importance of established structures, policies, and practices that lead to all students graduating ready for college and career. During preliminary preparation, aspiring administrators learn how to: 1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining,	**3A: Operations and Facilities** Leaders provide and oversee a functional, safe, and clean learning environment. *3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.* *3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.* *3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.* *3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.* **3B: Plans and Procedures** Leaders establish structures and employ policies and processes that support students to graduate ready for college and career. *3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.* *3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.* *3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.* *3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed*

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
recommending for non-reelection, and dismissing staff. 2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. 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. **3C: School Climate** New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families. During preliminary preparation, aspiring administrators learn how to: 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. 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. 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 **3D: Managing the School Budget and Personnel** New administrators know how effective management of staff and the school's budget supports student and site	*leadership to develop, monitor, evaluate and revise plans and programs.* **3C: Climate** Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner. *3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.* *3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.* *3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.* **3D: Fiscal and Human Resources** Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment. *3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.* *3D-2 Work with the district and school community to focus on both short and long-term fiscal management.* *3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.* *3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.* *3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.* *3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or*

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
needs. During preliminary preparation, aspiring administrators learn how to: 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. 2. Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice. 3. Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being. 4. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations. 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. 6. Use various technologies related to financial management and business procedures. 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.	*inappropriate or illegal behavior directly and in a timely and systematic manner.*
4: FAMILY AND COMMUNITY ENGAGEMENT **Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.**	
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. During preliminary preparation, aspiring administrators learn how to:	**4A: Parent and Family Engagement** Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs. *4A-1 Establish a welcoming environment for family participation end education by recognizing and*

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
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. 2. Create and promote a welcoming environment for family and community participation. 3. Recognize and respect family goals and aspirations for students. 4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. **4B: Community Involvement** New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, aspiring administrators learn how to: 1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers. 2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions. 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. 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.	*respecting diverse family goals and aspirations for students.* *4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.* *4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.* *4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.* *4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.* **4B: Community Partnerships** Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career. *4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.* *4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.* *4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.* *4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.* **4C: Community Resources and Services** Leaders leverage and integrate community resources and services to meet the varied needs of all students. *4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.*

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
	4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities. *4C-3 Work with community emergency and welfare agencies to develop positive relationships.* *4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.*
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.**	
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. During preliminary preparation, aspiring administrators learn how to: 1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement. 2. Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals. 3. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs. 4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.	**5A: Reflective Practice** Leaders act upon a personal code of ethics that requires continuous reflection and learning. *5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.* *5A-2 Reflect on areas for improvement and take responsibility for change and growth.* *5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.* *5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.* *5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.*
5B: Ethical Decision-Making 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. During preliminary preparation, aspiring administrators learn how to: 1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic,	**5B: Ethical Decision-Making** Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions. *5B-1 Consider and evaluate the potential moral and legal consequences of decisions.* *5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.*

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination. 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. 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. **5C: Ethical Action** New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, aspiring administrators learn how to: 1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. 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. 3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.	*5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.* *5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.* **5C: Ethical Action** Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. *5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.* *5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.* *5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.* *5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.* *5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.*
6: EXTERNAL CONTEXT AND POLICY **Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.**	
6A: Understanding and Communicating Policy New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to: 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.	**6A: Understanding and Communicating Policy** Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment. *6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.* *6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.*

Alignment of CAPE and CPSEL	
CAPE	**CPSEL Elements and Example Indicators**
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. 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. 4. Operate within legal parameters at all levels of the education system. **6B: Representing and Promoting the School** New administrators understand that they are a spokesperson for the school's accomplishments and needs. During preliminary preparation, aspiring administrators learn how to: 1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills. 2. Provide the public with a clear picture of what the school's mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being. 3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful. 4. Involve stakeholders in helping address the school's challenges as well as sharing in its successes.	*6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.* *6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.* *6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.* **6B: Professional Influence** Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career. *6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.* *6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.* *6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.* **6C: Policy Engagement** Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students. *6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.* *6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.*

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CAPE	**CPSEL Elements and Example Indicators**
	6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.