Preliminary and Clear Administrative Services Credential Preconditions and Program Standards

Commission on Teacher Credentialing

Published February 2020

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

[Commission on Teacher Credentialing Program Standards](#)

Preliminary Administrative Services Credential:

Preconditions adopted December 2013

Program Standards adopted December 2013, updated June 2018

Clear Administrative Services Credential:

Preconditions adopted December 2013

Program Standards adopted February 2014, updated December 2016

California Administrator Content Expectations adopted April 2013, updated December 2013
California Administrator Performance Expectations adopted April 2013, updated December 2013
California Professional Standards for Educational Leaders Alignment adopted April 2014

Table of Contents

Preliminary Administrative Services Credential Program Preconditions

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.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 an administrative position.

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

Administrative Services Credential Clear Induction Program Preconditions

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)(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)(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 7/2018).

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

Preliminary Administrative Services Credential Program Standards

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 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: Preparing Candidates to Master the Administrator Performance Expectations (CAPE)

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 California Administrator Performance Assessment (CalAPA) is an assessment designed to ensure preliminary credential candidates have demonstrated satisfactory knowledge and understanding of the California Administrator Performance Expectations.

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.

Category III: Field Experiences in the Program

Program Standard 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 CalAPA;
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 CalAPA task completion.

Program Standard 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 institution identifies individual program staff responsible for:
1) implementing the CalAPA, and
2) documenting the administration processes for all CalAPA activities/cycles.

The program requires all faculty and staff providing instructional and/or supervisory services to candidates within the program to become knowledgeable about:
1) the CalAPA cycles, rubrics, and scoring, and
2) how the CalAPA is implemented within the program, so that they can appropriately prepare candidates for the assessment and also use CalAPA data for program improvement purposes.

8A: Administration of the California Administrator Performance Assessment (CalAPA)

Video
1) For purposes of implementing any 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 any CalAPA 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 CalAPA 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 CalAPA 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 CalAPA centralized scoring structure.

8) If the program participates in the CalAPA local scoring option, the program coordinates with the assessment developer to identify the local assessors who train and calibrate, who may then score CalAPA 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 CalAPA and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the CalAPA activities/cycles. The program assures that candidates understand that all responses to the CalAPA 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 to the assessment developer.

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

These activities constitute **required** forms of support for candidates within the CalAPA process:
o Providing candidates with access to assessment guides and other explanatory materials about the CalAPA and expectations for candidate performance on the assessment.
o Explaining CalAPA cycles and scoring rubrics.
o Engaging candidates in formative experiences aligned with the CalAPA (e.g., analyzing data, facilitating collaborative professional learning, and coaching for improved instruction).
o 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 CalAPA process:
o Guiding discussions about the CalAPA cycles and scoring rubrics.
o Providing support documents such as advice on making good choices about what to use within the assessment responses.
o Using CalAPA scoring rubrics on assignments outside of the ones the candidate will submit for scoring.

- o Asking probing questions about the candidate's draft CalAPA responses, without providing direct edits or specific suggestions about the candidate's work.
- o Assisting the candidate in understanding how to use the program's electronic platform in connection with the assessment platform.
- o Arranging technical assistance for any video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the CalAPA process:
- o Editing a candidate's official materials prior to submission and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- o 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).
- o Telling a candidate which video clips to select for submission.
- o Uploading candidate CalAPA 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 CalAPA. 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 recommends only candidates who have met the passing score on the CalAPA 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 CalAPA centralized scoring option who are then trained, and when calibrated, selected by the Commission's assessment developer to participate in scoring the CalAPA. For programs electing to use the CalAPA local scoring option, the program identifies potential assessors based on selection criteria established by the assessment developer. The assessment developer is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass the assessment developer's initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

Category IV: Candidate Competence and Performance

Program Standard 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. The candidate must meet all program requirements for coursework and fieldwork and also pass the CalAPA prior to recommendation for a credential. [1]

---

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

Glossary of Terms:
Preliminary Administrative Services Program Standards

Term	Standard	Definition
Adult Learning	1	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	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	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	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	9	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).

Term	Standard	Definition
Formative assessment	9	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.
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	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	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.

Term	Standard	Definition
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.

Administrative Services Credential Clear Induction Program Standards

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 in a program expected upon placement in an 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 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.

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.

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

Term	Standard	Definition
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 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.

Term	Standard	Definition
Partnership agreements	2	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.
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.

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. DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

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.
- 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.

B. INSTRUCTIONAL LEADERSHIP

CACE 2A: Personal and Professional Learning

During preliminary preparation, aspiring administrators develop knowledge and understanding of:
- 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.

C. MANAGEMENT AND LEARNING ENVIRONMENT

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.
- 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.

D. FAMILY AND COMMUNITY ENGAGEMENT

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.
- 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.

E. ETHICS AND INTEGRITY

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.
- The relationship of leader dispositions and behavior on the entire school community.

F. EXTERNAL CONTEXT AND POLICY

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.
- 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.

Appendix B: California Administrator Performance Expectations (CAPE)

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:
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.

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

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.
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.

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, 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.

<div align="center">

4: FAMILY AND COMMUNITY ENGAGEMENT

</div>

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

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.

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.

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.

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.
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.

PSAppendix 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-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.

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)

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.

CAPE	CPSEL Elements and Example Indicators
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.	**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.*

CAPE	CPSEL Elements and Example Indicators
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: 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.	**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.*

CAPE	CPSEL Elements and Example Indicators
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.

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.	**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.*

CAPE	CPSEL Elements and Example Indicators
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.	**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.*

CAPE	CPSEL Elements and Example Indicators
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.	**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.* *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.*

CAPE	CPSEL Elements and Example Indicators
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.	

3: MANAGEMENT AND LEARNING ENVIRONMENT
Education leaders manage the organization to cultivate a safe and productive learning and working environment.

CAPE	CPSEL Elements and Example Indicators
3A: Operations and Resource Management	**3A: Operations and Facilities**
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:	Leaders provide and oversee a functional, safe, and clean learning environment.
1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.	*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.*
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.	*3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.*
3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.	*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.*
4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school.	*3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.*
5. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.	

CAPE	CPSEL Elements and Example Indicators
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.	**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 leadership to develop, monitor, evaluate and revise plans and programs.*

CAPE	CPSEL Elements and Example Indicators
CAPE 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	**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.*

CAPE	CPSEL Elements and Example Indicators
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.	**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 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.

CAPE	CPSEL Elements and Example Indicators
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.	**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 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.*

CAPE	CPSEL Elements and Example Indicators
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.	**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.*

CAPE	CPSEL Elements and Example Indicators
	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.
	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.

CAPE	CPSEL Elements and Example Indicators
5A: Reflective Practice	**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:	Leaders act upon a personal code of ethics that requires continuous reflection and learning.
1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.	*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.*
2. Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals.	*5A-2 Reflect on areas for improvement and take responsibility for change and growth.*
3. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.	*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.*
4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.	*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.

CAPE	CPSEL Elements and Example Indicators
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.	**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.* *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 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.	**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.

CAPE	CPSEL Elements and Example Indicators
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.	**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.* *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.*

CAPE	CPSEL Elements and Example Indicators
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.	**6B: Professional Influence** Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career. *6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.* *6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.* *6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.*
	6C: Policy Engagement Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students. *6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.* *6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.* *6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.*