FRESNO STATE
Discovery. Diversity. Distinction.

Kremen School of Education and Human Development

Master of Arts:

Educational Leadership & Administration

and

Preliminary Administrative Services Credential

Program Handbook

Spring 2020

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Fresno State University

Mission

California State University, Fresno, powers the New California through learning, scholarship and engagement. The University faculty, staff and administrators work together to:

- Make student success our first priority
- Embrace a culture of diversity, internationalization and inclusion
- Advance our established distinction in liberal arts and sciences, professional programs and community engagement
- Produce transformative scholarly research and creative works that target regional issues with global significance
- Exemplify the ethical stewardship of capital and human resources; and,
- Develop institutional, community and intellectual leaders

Vision

California State University, Fresno will become nationally recognized for education that transforms students and improves the quality of life in the region and beyond; for leadership that drives economic, infrastructure and human development, and for institutional responsiveness that fosters creativity, generates opportunity for all and thrives on change. Drawing from the rich diversity of experiences, values, world views and cultures that make up the fabric of the Central Valley, we will power the New California through the 21st century.

Educational Leadership and Administration Program

Mission

The Educational Leadership and Administration Program develops scholar-practitioners and prepares credible and relevant leaders in education committed to advancing equity and excellence in educational leadership for P-12 and higher education throughout the Central Valley.

Our values support leadership in:

- **A*cademic integrity*** in designing and supporting instructional programs
- ***Collaboration*** with school districts, colleges, universities, and communities
- ***Diversity*** of backgrounds, identities, and ways of understanding
- ***Practice*** informed by ***research*** and ***research*** informed by ***practice***
- ***Reflection*** of the lifelong learning processes

Vision

Educational Leadership and Administration graduates will become quality leaders of learning who execute actions that have a profound positive impact on the lives of children and community in the Central Valley and beyond.

Important Contact Information
Department of Educational Leadership
Educational Leadership and Administration Program (P-12 Pathway)
http://fresnostate.edu/kremen/masters-education/ma-edadmin.html

Full-Time Faculty (P-12)	Email	Telephone
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Department Chair		
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P-12 Coordinator		
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Tiffany Jennings: *Administrative Analyst Specialist, Educational Leadership*
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Other Contacts

Renee Petch: *Graduate Program Technician* Education Student Services Center
Room: ED 100   rpetch@ mail.fresnostate.edu   278-0148

Sherri Nakashima: *Credential Analyst* Education Student Services Center
Room: ED-100   sherrin@ mail.fresnostate.edu   278-3000

Division of Research and Graduate Studies   278-2448
http://www.fresnostate.edu/academics/gradstudies/

Graduate Writing Studio   278-2450
https://www.fresnostate.edu/academics/graduatenet/students/gradwritingstudio.html

Graduate Statistic Studio   278-2451
https://www.fresnostate.edu/academics/graduatenet/students/statspage.html

Graduate Net Outreach Consultant - Imelda Santacruz-Dudley
isantacruz@CSUFRESNO.EDU

California State University, Fresno
Department of Educational Leadership

California State University, Fresno-Title IX for Students
Fresno State does not discriminate on the basis of sex, gender, or sexual orientation in the education programs or activities it conducts. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus).This university is dedicated to providing equal opportunities to male and female students in all campus programs, including intercollegiate athletics and carries out its educational mission in accordance with the California State University's (CSU) Notice of Non-discrimination on the basis of sex.

General Information
Please read the entire handbook for a better understanding of the requirements of the preliminary administrative services credential (PASC) program and Master of Art in Educational Leadership and Administration. This handbook provides graduate degree program descriptions and requirements to earn a Master of Art degree. This handbook has been developed to provide general information about the graduate programs and should be used only as a supplement to the standard Fresno State University publications. The student is responsible for program completion and should read this document and consult with the Division of Graduate Studies at Fresno State or the PASC Coordinator for any questions.

Program Dispositions
The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration and Life-long Learning.* Candidates will increasingly reflect these dispositions in their work with students, families and communities.

Reflection	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
Critical thinking	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
Professional ethics	Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
Valuing diversity	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with

	diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.
Collaboration	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
Life-long learning	Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

Admissions Criteria

General Requirements

- ☐ Hold a valid bachelor's degree or higher from a regionally accredited institution.
- ☐ Submit an application to Cal State Apply for admission to the Kremen School of Education Graduate Admissions Office with a non-refundable application fee of $70.00.
- ☐ Submit a Statement of Purpose explaining reasons for seeking admission to the program, goals in pursuing the graduate degree, and career objectives.
- ☐ Submit one official transcript from a regionally accredited college or university that shows a confirmed bachelor's degree or master's degree if not a Fresno State graduate.
- ☐ Provide an official, detailed transcript from the California Commission on Teacher Credentialing (CCTC) regarding their Clear Credential in a 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 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.
- ☐ Submit two current recommendations from an administrator or supervisor. Examples of acceptable reference sources are employers, work supervisors, principals/assistant principals, university instructors, division chairs, colleagues, and pastors.
- ☐ Transcript evidence must show cumulative GPA of 2.75 or better in all previous college course work.
- ☐ Copy of current résumé.
- ☐ Applicant must fulfil the Upper Division Writing Requirement
  This requirement can be fulfilled by one of the following:
  -Completion of a Master's Degree
  -Obtain a minimum passing score on the Upper Division Writing Examination (UDWE) as an undergraduate.
  -Earn a grade of "B" or better in any "W" course taken at Fresno State.
  -Complete a substitution request approved by the Graduate Coordinator for course taken at another institution.
  -GRE writing score of at least 3.5.

Preconditions for Program Entry as per the Commission on Teacher Credentialing

(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.

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

(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) or (b).

(4) Has completed a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards.

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

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, basic skills requirement prior to recommendation and verify appropriate experience for the intern credential and the assumption of intern administrative responsibilities.

Preliminary Administrative Services Credential Completion

Once a student completes all program requirements and submits an application and fee, he/she will be recommended to the State of California for a *Certificate of Eligibility (COE)* for the Preliminary Administrative Services Credential. The COE allows the holder to seek employment in an administrative position. Candidates with a COE must obtain a Clear Administrative Services Credential during the first five years of employment as an administrator. For information on how the obtain a Clear Administrative Services Credential visit http://www.ctc.ca.gov/credentials/CREDS/admin-svcs.html.

A student who completes all program requirements and submits an application and fee and is able to verify an offer of employment in a full or part-time administrative position will be recommended for a Preliminary Administrative Services Credential.

**Master of Art: Educational Leadership and Administration and
Preliminary Administrative Services Credential (PASC) Partnership Cohort Model
Course Sequence**

	Course & Title	Units	Semester
SEMESTER 1	EAD 261: Introduction to Education Administration	3	Spring 2020 7 sessions
	EAD 272: Advanced Curriculum Design and Delivery	4	Spring 2020 7 sessions
	EAD 276: Instructional Assessment & Analysis	3	Spring 2020 7 sessions
SEMESTER 2	ERE 220: Research in Education*	3	Fall 2020 Semester Couse
	EAD 262: Educational Leadership	3	Fall 2020 7 sessions
	EAD 274: Instructional Systems and Leadership for Equity	3	Fall 2020 7 sessions
SEMESTER 3	EAD 263: Seminar in Instructional Supervision	4	Spring 2021 7 sessions
	EAD 269: Site-Based Leadership	4	Spring 2021 7 sessions
	*Culminating Experience Options For Master's Candidates: ☐ EAD 298/Project ☐ EAD 299/Thesis ☐ ERE 244 + Comprehensive Exam (*option if adequate enrollment*)	 4 4 4 +	Spring 2021 Semester Couse
* Denotes courses to be taken by Masters' Candidates only			

Note: *4-unit courses require more time for embedded field experience and performance tasks.*

ERE 153 is not a program course, however, it is a prerequisite for ERE 220.

California State University, Fresno
Educational Leadership and Administration Program

Program Policies

E-Mail and Canvas

Students are expected to use a Fresno State e-mail account and Canvas. **Students should check their Fresno State email a couple times a week, preferably several days before the class and frequently during the entire semester.** Most course communications will be conducted through Canvas; therefore, students should access the course of focus on Canvas at least twice a week throughout the 18-month program. Students will be required to utilize electronic tools routinely to access, upload, download, view media, and share documents and materials. All competency tasks must be uploaded on Canvas to receive credit. Contact the **Academic Technology Resource Center** for technical support.

- Monday - Friday 8:00 am - 5:00 pm West End of the Second floor of the Henry Madden Library

- 559.278.7373 canvas@mail.fresnostate.edu
  Contact the **Service Desk** if you are experiencing problems after regular business hours.

- 559.278.5000 fresnostate.edu/help/ http://fresnostate.edu/academics/canvas/.

Class Meeting Structure and Attendance

Class sessions are learning laboratories – interactive learning sessions. Many of the activities and much of the work conducted in face-to-face class meetings depend on the interaction of students and the faculty leader; therefore, attendance is required at **all** class meetings. Candidates are expected to actively participate in class dialogue and discussions and demonstrate leadership during activities, exercises and discussions. Emergencies and unusual situations that could cause an absence should be *discussed in advance, if possible,* with the instructor. Make-up for any absence should be contracted with the instructor. A final course grade of "B" is the highest grade attainable if absences exceed 6 hours.

Grading

Candidates must earn a grade of "A" (Competent and of Quality) or "B" (Competent) on each Competency Task in a program course, therefore, candidates must redo and resubmit any task not assessed as Competent/Quality. If a candidate wishes to redo and resubmit a task to move from a grade of "B" (*Competent*) to a grade of "A" (*Competent and of Quality*), a candidate may do so if the instructor of the course deems that there is a reasonable amount of time for resubmission and grading prior to the date for final grade reports.

Should a candidate choose not to redo and resubmit a competency task assessed as "Below Competent/Quality," the candidate will earn a final course grade of "C" (Below expectations). However, if the average score for all course competency tasks equates to a grade below 70%, the candidate will earn a final course grade of "F" (Does not meet program expectations).

Earning a "C" grade in a master's or program course in the Educational Leadership and Administration program is not considered to be a satisfactory grade. The first "C" obtained places a student on probation and the second "C" acquired will mean dismissal for the student. If a grade below a "C" is earned, the course must be retaken without replacement (meaning the original grade received remains on the transcript and is included in GPA calculations).

Graduate Writing Competency

During the first course in the program, EAD 261, candidates will produce a competent written argument on an assigned topic. This graduate writing task will determine the candidate's ability to write knowledgeably about a topic and present ideas clearly, logically and analytically, to establish a sound scholarly argument. The written task will be used to demonstrate competence in graduate level writing and used as a pre-requisite for advancement to candidacy. The graduate writing competency assessment/task is optional for students who have already earned a master's degree and are enrolled in the program to earn a Preliminary Administrative Services Credential only (assessment information will be used for student feedback only).

Candidates must receive competent score on the writing competency assessment. The instructor of the course (EAD 261) will be the primary evaluator of each candidate's writing. The instructor will notify all candidates of the results of the writing competency assessment. If the candidate earns a competent score, the candidate will be considered to have successfully met the graduate writing competency.

If the instructor scores the candidate's writing as *not competent*, the written sample will be referred to the Department Review Committee for evaluation. The Department Review Committee will consist of at least two graduate full-time faculty in addition to the instructor. If the Committee scores the candidates written sample as *competent*, the candidate will be considered to have successfully met the graduate writing competency.

If the Department Review Committee determines that the candidate has not demonstrated competence, the instructor will inform the candidate of the non-pass through written and verbal communication methods. The instructor will advise the candidate of appropriate methods of intervention that may include, but not limited to, assistance from the Writing Center, tutoring, additional coursework, or other support.

The candidate will have two additional opportunities to meet the writing competency requirement prior to the Advancement to Candidacy process. The candidate must seek assistance to improve his/her writing in targeted areas based on feedback and must evidence that self-help was initiated, and intervention was attempted before the graduate writing competency assessment will be administered for a second or third time. The candidate will complete and submit an Assistance Validation Form to verify that writing support was obtained prior to retaking the assessment.

Department Review Committee will formally evaluate second and third attempts of the graduate writing competency. The committee will report the decision (pass/competent or non-pass/not competent) to the Program Coordinator. The Program Coordinator will inform the candidate of the results of the graduate writing competency assessment through written communication. If the Committee determines that the candidate earns a competent score, the candidate will be considered to have successfully met the graduate writing competency. If a candidate does not earn a competent score on the graduate writing competency on the third attempt, the candidate will not be eligible to advance to candidacy.

Note: A candidate could pass the graduate writing assessment and still have some relative weaknesses in a targeted area or areas. In these situations, faculty may advise the candidate to seek intervention support to strengthen relative areas of weaknesses that may impact success on future scholarly writing assignments.

Kremen School of Education and Human Development
Graduate Writing Competency
Assistance Validation Form

Student's Name: _____

Date: _____

The graduate writing competency requirement determines the graduate student's ability to write knowledgeably about a topic and to present ideas clearly, logically and analytically, to establish a sound scholarly argument.

Students who fail to pass the writing assessment may retake the exam every eight weeks for a total of three times. Students must show evidence that remediation was initiated and attempted by the student before a graduate writing competency assessment can be retaken.

The **Assistance Validation Form** serves as evidence that the student initiated, secured and attempted remediation. Complete and submit this form to the current instructor prior to scheduling a graduate writing competency assessment. This form must be completed following a non-passing score on the graduate writing competency assessment and before the assessment will be administered.

List identified areas of writing deficiencies.

Complete the table below. Provide date(s) and actions taken to correct deficiencies and to improve graduate-level writing skills. Obtain signature of the individual(s) who provided support.

Date	Action Take	Support Provider Signature

_____   _____

            Student Signature   Date

California State University, Fresno
Educational Leadership and Administration Program-(PASC)
Preliminary Program Standards

Standards of Quality and Effectiveness have been outlined by the California Commission on Teacher Credentialing which includes the PASC program requirements.

As a candidate you will be prepared to:

➢ Serve as an instructional leader in a variety of public schools and districts and instructed based on a sound rationale informed by theory and research aligned with adult learning principles and the California Administrator Performance Expectations (CAPEs). **Category 1: Program Standard 1.**

➢ Learn within a partnership model that includes cohorts and includes contributions from local leaders in partnership school districts and county offices. This model includes agreements from partner school districts to share the responsibility for working with PASC candidates in the field to facilitate field experiences. **Category 1: Program Standard 2.**

➢ Develop a professional leadership perspective through learning activities that promote leadership and interpersonal skills. **Category 1: Program Standard 3.**

➢ Understand and apply theories and principles of educational equity within the educational context for creating more socially just learning environments. **Category 1: Program Standard 4.**

➢ Critically examine the principles of democratic education, the responsibilities of citizenship and provide ALL students the best possible education. **Category 1: Program Standard 5.**

➢ Engage in coursework and fieldwork practice to learn, apply, and reflect on the CAPEs while being provided with formative and timely performance feedback regarding progress toward mastering the CAPEs. **Category II: Curriculum.**

➢ Participate in practical field experiences designed to facilitate the application of theoretical concepts in authentic settings. Field experiences include activities in diverse and realistic settings. **Category III: Field Experiences.**

Each PASC Program must provide the following Fieldwork Experiences:

➢ A planned sequence of experiences to develop and demonstrate the knowledge and skills to educate and support P-12 students.
➢ Site-based opportunities to experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.
➢ Significant experiences in California public schools with diverse student populations and the opportunity to work with a range of students.

The Fresno State PASC Program will support candidates and provide learning experiences that total approximately 150 fieldwork hours outside of class that include: competency tasks, learning experiences and leadership cycle activities.

California State University, Fresno
Educational Leadership and Administration Program-(PASC)
Preliminary Program Standards
PASC Embedded Field Work Requirements

1.   **PASC Field Mentor Identification**

In a collaborative partnership between Fresno State's Preliminary Administrative Services preparation program and district leadership, the in-the field administrator mentor provides guidance, assistance, and feedback regarding the work of the candidate in the administrative preparation program.

Qualifications:

- Holds an administrative credential
- Currently serves as a principal or has recently served as a principal
- Assignment as a Preliminary Administrative Services Credential (PASC) Mentor is supported by administration of the district/organization

2.   **Meet with Field Mentor:**

- Provide real world connections of the candidate's program learning to the role of the today's principal.
- Provide context to current issues in the district/organization.
  Enhance candidate learning through mentor's personal experience.
- Ask clarifying and probing questions to deepen candidate learning specific to the focus.
- Provide effective feedback and guidance.

3.   **Schedule Meetings Around Your Courses:**

- Establish a conversation date/time with approved PASC Field Mentor within one week after completion of courses: EAD 272, EAD 263, & EAD 262, and during EAD 269 (final course).
- Engage in a conversation with PASC Field Mentor within one week after the completion of each set of courses (EAD 261 & EAD 272), (EAD 280T & EAD 263), (EAD 274 & EAD 262) and final course (EAD 269), and share key learnings and content knowledge and skills developed as a result of active participation and work completed in the set of courses.

4.   **Produce Evidence of Field Mentor Meetings**

- Produce a written **Summary of the Conversation and Reflection** (real world connections, application to the role of the principal, new learning perspectives, prompted to learn more about – need, and feedback and guidance of greatest value and why).
- **Upload** written **Summary of the Conversation and Reflection** by the instructor designated date to both the Course (EAD 280T, EAD 274 or EAD 269) and the Program Portfolio.

5.   **Participate in all Embedded Field Work Activities for Each Course**

- In addition to class time, **outside field work activities are required for credential, as well as 1 workday for an instructional rounds/instructional coach experience.**
- Make preparations for needed time.

6.   **Provide the Following Information to Your PASC Field Mentor:**

- Collaborate with Fresno State preparation program leads. If you have any questions, please contact Dr. Jennifer Watson by email (jmoradianwatson@mail.fresnostate.edu) or 559-824-2109.
- Engage in a conversation (in-person, electronically, or by phone) with the candidate at least once a semester and at the end of the final course.
- Candidate will share key learnings and content knowledge and skills developed as a result of active participation and work in their courses. PASC Field Mentor will guide and assist candidate in deepening knowledge and skill by: (a) providing real world connections of the candidate's

course learnings to the role of today's principal, (b) providing context to current issues in the district/organization, (c) enhancing candidate learning through the field mentor's personal experience, (d) asking clarifying and probing questions to deepen candidate learning in the specific focus areas, and (e) providing honest, effective feedback about the candidate's work.

Use of Canvas

Each course has a separate web page on Canvas, accessible via your Fresno State student email address and password. Once you register for a course, that course appears in your course list in the Fresno State Canvas portal. Firefox is the recommended web browser, but others will work with most if not all Canvas functions.

1. Use your Fresno State email address for Canvas and **check** your Fresno State email **at least twice a week.**
   - Many instructors will send messages via Announcements and these go to the email that you use on Canvas.

2. The course syllabus is found under **Syllabus**. You should download a copy, but do not need to print one unless otherwise specified by an instructor.
   - The instructor will post a revised copy if changes are made to the syllabus.

3. To contact your instructor, use the email and/or phone number posted on Blackboard under **Faculty Information**.
   - Office hours are also posted.

4. Documents for each course can be found under **Course Documents**. These documents can be downloaded to your computer.

5. **Upload all Competency Tasks** to Canvas in the appropriate place.
   - Any Competency Task that requires a redo or is redone must be uploaded to Canvas.

Students enrolled in the Educational Leadership & Administration and Preliminary Administrative Services Credential program must successfully complete all course work **and** the California Administrative and Performance Assessment (CalAPA) requirements in order to receive an administrative credential. The California Administrative and Performance Assessment is also referred to as the Cal APA. Students in the program are referred to as candidates.

The CalAPA is designed to be embedded within the CSU Fresno administrator preparation program. The candidate is expected to draw on authentic evidence of equitable leadership knowledge, skills, and abilities from clinical practice, which often occur outside of the "regular class" time. This time is referred to as "field work".

The performance assessment consists of three leadership cycles. The candidate must register and pay for the CalAPA. The cost of the CalAPA is not covered in the cost of tuition or program fees. The costs listed below are subject to change.

- **Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity**
    - **Cycle 1: $125**
- **Leadership Cycle 2: Facilitating Communities of Practice**
    - **Cycle 2: $150**
- **Leadership Cycle 3: Supporting Teacher Growth**
    - **Cycle 3: $150**

The Overview, and specific directions of the Leadership Cycles and Rubrics can be found in the Cal APA Performance Assessment Guide located at: **www.ctcexams.nesinc.com**

Each leadership cycle includes four inquiry-oriented steps and may include video of the candidate actions in relationship to the cycles and others:

(1) Investigate
(2) Plan
(3) Act
(4) Reflect

The Commission's CalAPA model provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the administrative candidate's thinking and encourage decision-making throughout each cycle.

For students that do not pass a particular leadership cycle, remediation will occur between the instructor that taught the assessment concepts and candidate as requested.

CSU Fresno

Educational Leadership & Administration

Memorandum of Understanding for Candidates

I _____, a student in the Educational Leadership & Administration Program at Fresno State, have read and understand the expectations and requirements outlined in the Student Handbook given to me. I also understand that the PDF version of this handbook is online and available for download at

http://fresnostate.edu/catalog/subjects/educational-leadership/ed-ldshp-a.html

By signing below, I acknowledge that I have reviewed, understand and am committed to abide by the policies and procedures as outlined in the Educational Leadership & Administration Student Handbook. Disclaimers written on this form or failure to sign and return this form does not release the student from the responsibility of abiding by the policies and procedures contained in the handbook.

_____   _____

Student Signature   Date

APPENDIX

California Administrator Performance Expectations (CAPEs)

California Administrator Content Expectations (CACEs)

California Administrator Performance Expectations (CAPEs) Course Matrix

California Administrator Performance Expectations (CAPEs)
Revised 2016

Preamble

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

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

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 individual 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 CAPEs 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, CAPEs, 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 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. 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.
5. 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 to:

1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
2. Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change.
3. Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.
4. 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; 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. Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
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. 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 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. 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 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.

4. Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.

3C: Managing the School Budget

New administrators know the school's budget and how the budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to:

1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.
2. 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.
3. Use various technologies related to financial management and business procedures.
4. 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.

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

4A: Parent and Family Engagement

New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, aspiring administrators learn 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.
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 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 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 contexts 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.

California Administrator Content Expectations (CACEs)

A. DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION
A-1. Major theories and concepts in educational leadership
A-2. Relationships between leadership theory and practice in the context of contemporary educational issues in California
A-3. Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies
A-4. Components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students
A-5. Skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals
A-6. Identify and understand the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts
A-7. Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components
A-8. The relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education for all students
A-9. Examine and respond to equity issues related to race, diversity, and access, using inclusive practices
A-10. Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers
A-11. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision
A-12. Facilitate the comprehensive integration of technology to support achievement of vision
A-13. Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness
A-14. Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups
A-15. The importance of communicating information about the school on a regular and predictable basis to all families through a variety of media, and ensuring that all constituents have ample access to information sources
A-16. Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making
A-17. Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator
A-18. Understand the roles of a broad range of support staff and mental health professionals.
A-19. Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals
A-20. Understand how to identify and access resources to help address difficult or complex problems and issues that may arise
B. INSTRUCTIONAL LEADERSHIP
B-1. Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.

B-2. Recognize and identify mental health conditions that support or hinder student achievement.

B-3. California's K-12 student academic content standards and state-adopted assessment systems for measuring student performance

B-4. K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and student

B-5. Teacher observation and evaluation systems grounded in standards-based teaching and learning

B-6. Appropriate and "best" instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented

B-7. Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice

B-8. Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions

B-9. Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments

B-10. Promote student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access curriculum

B-11. Valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning

B-12. Understand the purpose, role and use of multiple assessments to evaluate student learning

B-13. Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers

B-14. Knowledge of appropriate, effective college and career readiness and co-curricular activities

B-15. Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations

B-16. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes

B-17. Induction programs for beginning teachers, including BTSA

B-18. Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff

B-19. Effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals

B-20. Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection, self-assessment and self-directed change and improvement

B-21. Effective uses of staff time for purposes of professional development for both individual and school purposes and goals

B-22. Strategies for self-improvement and planning for continuous learning in order to serve as a role model for others

B-23. Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active learning, student reflection and inquiry

B-24. Understands how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration

B-25. Policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students

B-26. Understand and maximize the relationships between student behavior management systems and student success

B-27. Understand how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning

B-28. Understand how to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning

B-29. Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all students, and make fair and appropriate decisions

B-30. Strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community

B-31. Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians

B-32. Identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias

C. MANAGEMENT AND LEARNING ENVIRONMENT

C-1. Theories and strategies for instituting, managing, and evaluating a school change process

C-2. Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs

C-3. Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation

C-4. Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school's vision and goals

C-5. Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes

C-6. Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes

C-7. Use time and technology effectively to help manage the school improvement process

C-8. Understand how to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan

C-9. Strategies for continuous progress monitoring of the school's growth plan and outcomes, and for using those data for updating the school growth plan as needed

D. FAMILY AND COMMUNITY ENGAGEMENT

D-1. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan

D-2. Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring high levels of performance, commitment, and motivation

C. MANAGEMENT AND LEARNING ENVIRONMENT

D-3. Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one's own performance

D-4. Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.

D-5. Understand how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff

D-6. Understand how to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals

D-7. Strategies for building individual staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment

D-8. Model how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others

D-9. Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth

D-10. Understand how to support, motivate, and provide recognition to staff at various stages in career development

D-11. Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills

E. ETHICS AND INTEGRITY

E-1. Understand federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process

E-2. School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)

E-3. Understand constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment) in various educational contexts and the role of the educational administrator in monitoring and ensuring compliance with these rights and protections

E-4. Understand and apply principles of conflict resolution, student discipline, school disciplinary procedures, including manifestation determination for serious offenses and overall management of the school climate to promote a school culture that is safe and welcoming for all students

E-5. Understand school-wide intervention strategies

E-6. Understand legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the safe and appropriate use of technology, promoting responsible use of technology)

E-7. Understand how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements

E-8. Understand, develop, and monitor the school's budget and expenditures, including involving stakeholders in budgeting processes and procedures for communicating and

E. ETHICS AND INTEGRITY

     reporting accurate financial information to a variety of audiences (e.g., school boards, community members)

E-9.   Prioritize use of school resources, including the budget, to support the school's vision, goals, and growth plan

E-10.   Research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups

E-11.   Understand how to apply systems thinking to set priorities and manage organizational complexity

E-12.   Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization

E-13.   Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff

E-14.   Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff

E-15.   Skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups

E-16.   Understand processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting

E-17.   Understand how to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools

E-18.   Practices and procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment

E-19.   Legal and policy requirements related to school safety and how to develop and implement district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management

E-20.   Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning for all students

E-21.   Understand the effective use of outside support organizations for student health, safety, and well-being

E-22.   Space to meet instructional needs and accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs)

E-23.   Use of technological systems and tools to support the management of school operations

E-24.   Procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and state regulations related to food services, health services, student transportation, free and reduced-price meals)

E-25.   Understand how to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups

E. ETHICS AND INTEGRITY
E-26. Types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures
E-27. Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events

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

California Administrator Performance Expectations Matrix by COURSE *(12.18)* *(I=Introduce; P=Practice; A=Assessed)*

CAPEs	EAD 261	EAD 272	EAD 276	EAD 274	EAD 262	EAD 263	EAD 269
CAPE 1A: Develop Student-Centered Vision of Teach & Learn	I, P, A	P, A	P, A		P, A	P, A	P, A
CAPE 1B: Develop Shared Vision	I, P					P, A	P, A
CAPE 1C: Implementing a Vision	I, P	P, A	P, A	P, A	P, A	P, A	P, A
CAPE 2A: Personal and Professional Learning	I, P	P, A	P, A	P, A			P, A
CAPE 2B: Promoting Effective Curriculum, Instruction and Assess	I, P	P, A	P, A	P, A			P. A
CAPE 2C: Supporting Teachers to Improve Instruction	I, P	P, A	P, A	P, A			P, A
CAPE 2D: Feedback on Instruction	I, P	P, A	P, A	P, A			P, A
CAPE 3A: Operations and Resource Mgt	I, P	P, A	P, A		P, A	P, A	P, A
CAPE 3B: Managing Organizational Systems and Human Resources	I, P		P, A	P, A		P, A	P, A
CAPE 3C: School Climate	I, P		P, A				
CAPE 3D: Managing the School Budget	I, P					P, A	P, A
CAPE 4A: Parent and Family Engagement	I, P					P	P, A
CAPE 4B: Community Involvement	I, P					P	P, A
CAPE 5A: Reflective Practice	I, P	P, A		P, A			P, A
CAPE 5B: Ethical Decision-Making	I, P	P, A		P, A	P, A	P, A	P, A
CAPE 5C: Ethical Action	I, P			P	P, A	P, A	P, A

CAPE 6A: Understanding and Com Policy	*I, P*				*P, A*	*P, A*	*P, A*
CAPE 6B: Representing and Promoting School	*I, P*	*P, A*	*P, A*		*P, A*	*P, A*	*P, A*