



Preliminary Administrative Services Credential

Student Handbook

# Introduction

Welcome to the University of Redlands and the School of Education. You are about to enter into a program that will assist you in gaining the California Preliminary Administrative Services Credential. This credential will allow you to serve in an administrative capacity at one of the many California Public Schools and their Charters as well as a select number of private schools of which enrolls K-12 students. It is the hope of the University and particularly the School of Education that you will complete this program of study and apply the teachings you are about to gain.

In this document, we will explain the requirements, the process, the assessments, and the completed application process that will make you eligible to obtain the Preliminary Services Credential. It is imperative to review this document and seek out answers to questions that are sure to arise. This process may seem un-daunting, but please be assured we will assist you in anyway we can to make this program informative, innovative, and relevant to the goals you have set for yourself in obtaining this important credential.

We wish you luck!

If at any time you need to speak to an advisor, feel free to contact us.

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## **The Commission and the University of Redlands**

The California Commission on Teacher Credentialing is the governing force in ensuring that all educators are qualified and prepared to deliver instruction and policy to the students attending California Schools. The University of Redlands adheres to and implements the standards required to properly and legally authorize credentials for educators and administrators.

### **California Commission on Teacher Credentialing**

#### **Mission**

To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

#### **Vision**

All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

#### **About the Commission**

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. It was created in 1970 by the Ryan Act and is the oldest of the autonomous state standards boards in the nation. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California.

The California Commission on Teacher Credentialing consists of nineteen Members, fifteen voting Members and four ex-officio, non-voting Members. The Governor appoints fourteen voting Commissioners and the State Superintendent of Public Instruction or his/her designee serves as the fifteenth voting Member. The four ex-officio Members are selected one each by the major elements of the California higher education constituency: Association of Independent California Colleges and Universities; Regents of the University of California; the California State University; and California Community Colleges Chancellor's Office. The Governor-appointed Commissioners consist of six classroom teachers, one school administrator, one school board member, one school counselor or services credential holder, one higher education faculty member from an institution for teacher education, and four public members. Governor appointed Commissioners are typically appointed to four-year terms, and serve as volunteers in unpaid positions.

## MA EDUCATIONAL ADMINISTRATION

EDADMIN



### Program Description

Designed to produce school leaders that understand the pluralistic society with the intersections of racial and cultural diversity, gender differences, sexual orientation, and other educational justice issues that arise in today's society. The Education Administration program provides theoretical and practical coursework in school leadership for both public and private K-12 education. The Preliminary Administrative Services credential is integrated into the program as an option. Administrative, counseling, and methodology courses are complemented by a rigorous fieldwork requirement. This program will prepare reflective leaders that understand educational equity and access through systematic innovation.

### Admission Requirements

- ⇒ Completed application
- ⇒ Official transcript with evidence of an undergraduate degree from a regionally-accredited institution
- ⇒ Evidence of a 3.0 or higher GPA
- ⇒ Personal statement of 500 words describing personal experience and interests in relationship to educational administration.
- ⇒ Two letters of recommendation from professionals who know the applicant's capacity for academic work.
- ⇒ Evidence of passing CBEST
- ⇒ Evidence of Certificate of Clearance issued by CTC
- ⇒ Admission decisions are made by the Departmental Admissions Committee

### Coursework

The pathway listed below is recommended for timely program completion

Year/Term	Coursework/Units	Fieldwork
1/Fall	EDUC 602 Pluralism In Education (3) EDUC 603 Inquiry I - Intro to Quantitative Research (3)	EDUC 678A Induction (1)
1/Spring	EDUC 670 Program Administration and Management (3) EDUC 671 Leadership (3)	
2/Autumn	EDUC 604 Inquiry II - Intro to Qualitative Research (3) EDUC 673 School Finance (3)	
2/Summer	EDUC 601 The Counseling Process (3) EDUC 675 Curriculum and Program Development (3)	
3/Autumn	EDUC 674 School Politics and Law (3) EDUC 676 School Personnel Management (3)	
3/Summer	EDUC 637 Master's Seminar (3)	EDUC 678B Fieldwork (2)

### Culminating Experiences and Graduation Requirements

Upon completion of the program students will apply for a certificate of eligibility. This certificate never expires and will enable the holder to apply for administrative positions.

Once employment is gained the student can then apply for the preliminary administrative services credential.

Credential candidates must have worked under the authority of a basic teacher or service credential for five years.

### Application for Graduation

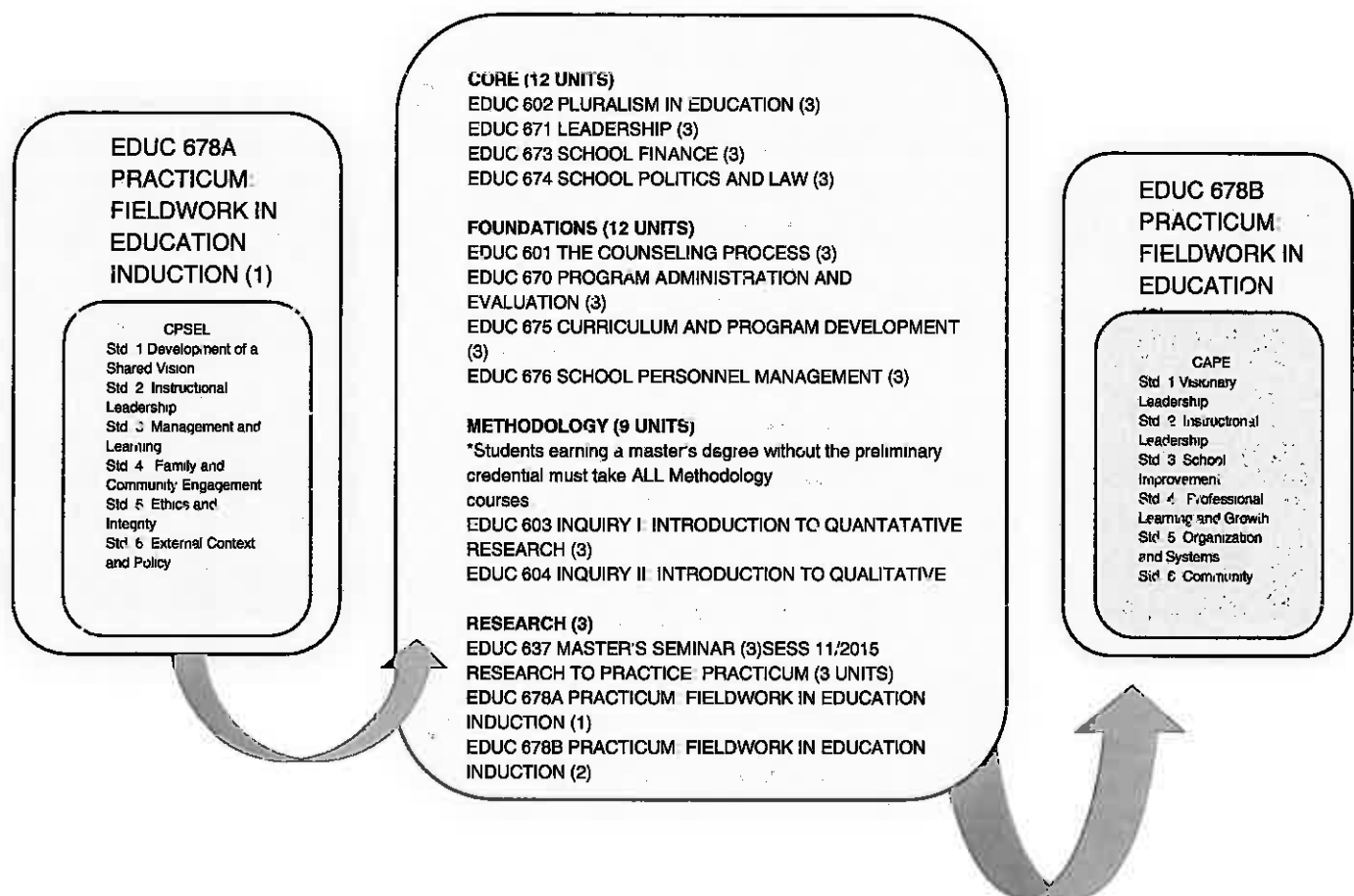
Students who have completed all program and state requirements should contact their advisor to request a credential recommendation.

### Commencement

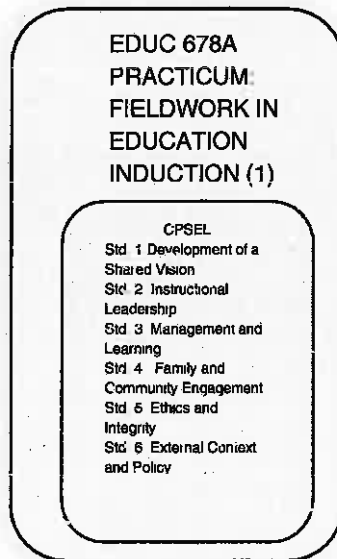
School of Education students complete program requirements at various points throughout the year. Students may apply to commence in the academic year in which they complete their program requirements as long as they do so by August 31. An application must include a reasonable plan for completing the remaining credits by August 31 and should be submitted to the student's advisor by January 31.

**The University of Redlands**  
**School of Education**  
**Preliminary Administrative Services Credential (PASC)**

**THE PROGRAM**



# Induction



EDUC 678 A Induction is intended to present the current Preliminary Services Credential Standards. The **California Professional Standards for Education Leaders (CPSEL's)** have been developed to provide students on-site practical experiences that are relevant to on-going operations of a school site. The six (6) CPSEL's allow prospective administrators to gain an insight to program development, collaborative networking, and techniques associated with assessing programs directly benefitting students. This class is the first in the program.

Each CPSEL being introduced has Performance Expectations within its make-up. These Expectations, **California Administrator Performance Expectations (CAPEs)** provide action points for prospective administrators to consider when formulating strategies for implementation. The CAPEs are attainable and measurable. Each of these CAPEs will be addressed throughout the classes following the 678A Induction class.

The CAPEs are broken down further to ensure all areas of content knowledge expectations are addressed. The **California Administrator Content Expectations, (CACEs)** are extensive and complete. These are the tools of mastery for the Preliminary Administrative Services Credential.

These will be broken down and highlighted throughout this document.

# Core Courses

## **EDUC 602 Pluralism in Education**

Examination of the relationship of ethnicity, gender, class, and culture on student success in classrooms, schools, and educational systems. Cultural proficiency provides a model for study and practice.

## **EDUC 671 Leadership**

Features individual leadership assessments, administrative styles, employee motivation, and leadership theory. Emphasis on school improvement, decision-making and planning skills, and the sociology of organizations. *Fieldwork assignments to include a minimum of ten (10) clock hours*

## **EDUC 673 School Finance**

Sound fiscal procedures and budgeting are introduced, including an examination of federal, state, and local educational financing. Resource management and setting budgetary priorities at the school site are studied. *Fieldwork assignments to include a minimum of ten (10) clock hours*

## **EDUC 674 School Politics and Law**

Federal and state laws, as well as court decisions and legal opinions, are presented and analyzed as they relate to educational policies and procedures. Contract law and laws dealing with school operations are highlighted. Exploration of the field of school governance and politics in relation to positive school climate and school improvement. *Fieldwork assignments to include a minimum of ten (10) clock hours*

# Foundation Courses

## **EDUC 601 Counseling Process**

Examination of the principles involved in helping relationships. Emphasis on implications and applications of such concepts for people who work in various helping professions.

## **EDUC 670 Program Administration and Evaluation**

Emphasis on the theoretical and practical perspectives of management and evaluation of programs and program design. Introduction to organizational theory and management, team learning in a school environment, and curricular programming. Application of work required in a program proposal, including design, implementation, and evaluation strategies. *Fieldwork assignments to include a minimum of ten (10) clock hours*

## **EDUC 675 Curriculum and Program Development**

Consideration of the philosophical and historical elements of curriculum as well as emerging issues. Specific attention is given to planning, developing, implementing, and evaluating programs. Additional topics include current research in teaching practices, special programs, and the process of change within the school. *Fieldwork assignments to include a minimum of ten (10) clock hours*

## **EDUC 676 School Personnel Management**

Examination of techniques and styles for selecting, supervising, and evaluating school personnel. Includes opportunities to observe and monitor staff performance and offers various professional in-service approaches. Employee relations, motivation, and negotiations included as students develop skills in personnel management. *Fieldwork assignments to include a minimum of ten (10) clock hours*



# Methodology Courses

## **EDUC 603 Inquiry I: Introduction to Quantitative Research**

Elements of quantitative research and evaluation are covered. Familiarity with written conventions are developed. Introduces review of literature, problem definition, study design, data collection and analysis, and interpretation of statistics. Application to current practice is emphasized.

## **EDUC 604 Inquiry II: Introduction to Qualitative Research**

This course introduces the essential elements of qualitative research for all education master's programs. Students will learn about the assumptions embedded in qualitative research, some of the different approaches to qualitative work, and engage in a small project to develop skills in data collection, analysis, and the communication of findings.

# Research Courses

## **EDUC 637 Master's Seminar**

Culminating experience of the program. Students will have the opportunity to identify, explore, and research an area in depth and then communicate findings to the professional community.

## **EDUC 678 A Educational Administration Program Induction**

Designed to introduce students to the expectations of the Educational Administration program and make a commitment to educational justice. Consists of a semester's work to develop a program completion plan, and set up a portfolio demonstrating the achievement of competencies based on CTCC standards.

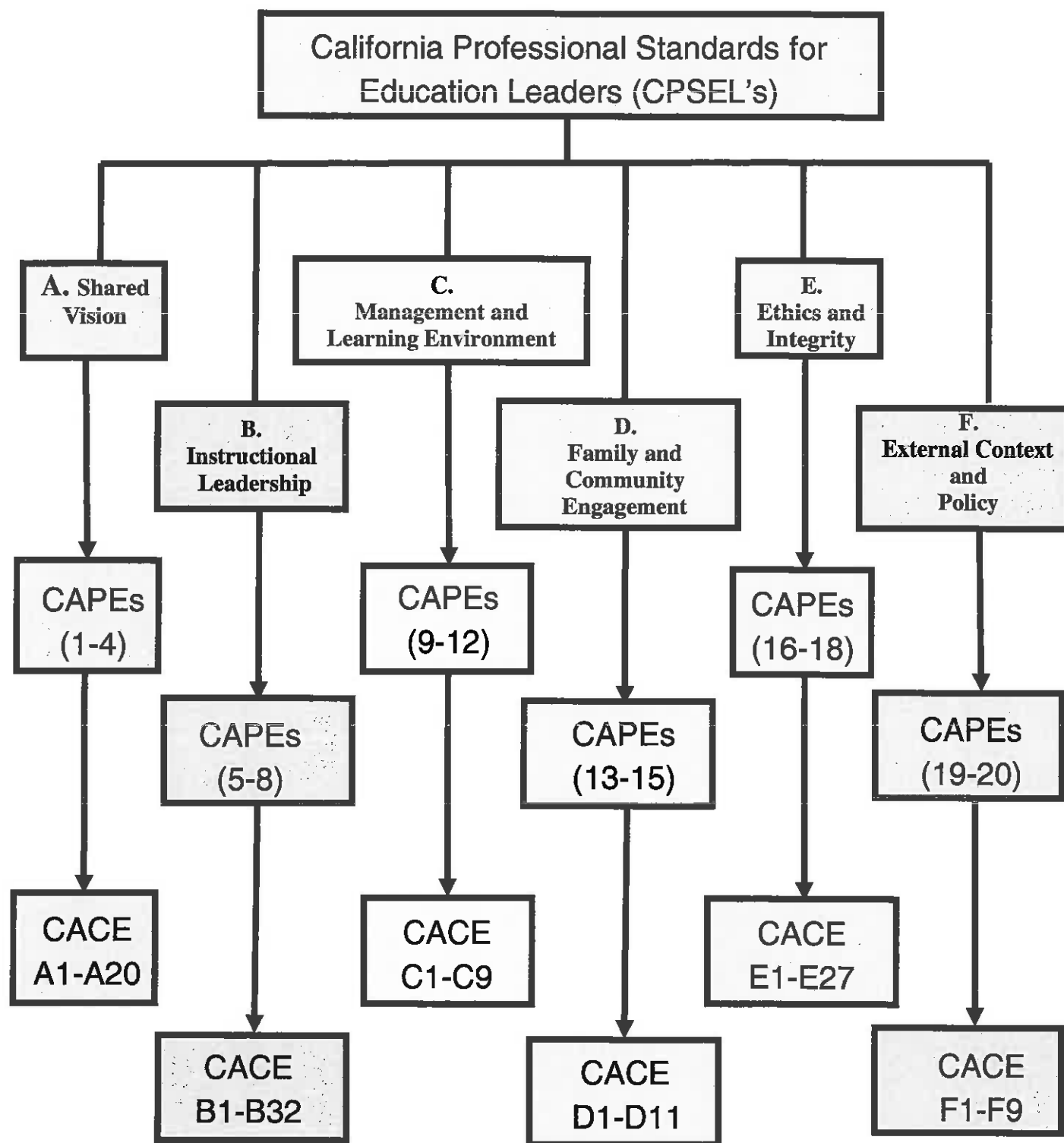
**Fieldwork assignments to include a minimum of ten (10) clock hours**

## **EDUC 678B Practicum: Fieldwork in Education**

Designed to fulfill major fieldwork requirements. Consists of a semester's work in educational settings to enable the student to apply administrative skills learned throughout the program.

Degree and credential candidates develop a portfolio of evidences demonstrating the achievement of competencies based on CTCC standards. **Fieldwork assignments to include a minimum of ten (10) clock hours**

# Graphic Representation of CPSEL Development





**COMMISSION ON  
TEACHER CREDENTIALING**

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*Ensuring Educator Excellence*

**California Professional Standards  
for  
Education Leaders (CPSEL)**

**Adopted by the Commission  
February 2014**

## **Introduction**

### **Introduction**

The academic success and well being of California's students are outcomes that are highly connected to excellent educators – both teachers and administrators. Robert Marzano, Timothy Waters, and Brian A. McNulty made note in *School Leadership that Works: From Research to Results* that principal and teacher quality account for nearly 60% of a school's total impact on student achievement, and principals alone for a full 25%<sup>1</sup>. Administrators - at site, district, regional and state levels - are education leaders who are key players in ensuring that all students, including those students who have been underserved, graduate ready for advanced learning and careers. They have the potential to create an environment where teachers want to work and where teachers and students learn and thrive.

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

### **History of the California Professional Standards for Education Leaders**

CPSEL have been a part of the California's education leader preparation continuum since 2001. The CPSEL were drafted through a collaboration of representatives from the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing (Commission), the California Department of Education (CDE), California public and private universities, and county offices of education. The CPSEL were adapted from the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996) to fit the California context and emerging accountability expectations. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential which licenses a broad range of education leaders, school principals, district superintendents and directors, county and state program administrators, and administrators in nursing, special education, counseling and technology. Locally, many districts have adopted or adapted the CPSEL for administrator induction programs, professional learning structures and evaluation. Finally, in California's SB 1292 (Liu), Chapter 435, Statutes of 2012, expectations for principal evaluations are now based on the CPSEL.

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<sup>1</sup> Marzano, R. J.; Waters, T.; & B. McNulty (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development;

Still strongly supported a decade after the original CPSEL document was written, the Administrative Services Credential (ASC) Advisory Panel (2010-2011), the ASC writing panel (2011-2014), and the 2012 state Educator Excellence Task Force report, *Greatness by Design*, recognized the CPSEL as an important component of building a coherent leadership development system. However, the need for “refreshing” the CPSEL to better reflect the 21st century leader expectations, the current context for schooling, and needs of California’s widely diverse students was also identified. In October 2013, the Commission and the California CDE jointly convened a panel tasked with updating the CPSEL.

After reviewing the original CPSEL, research studies, professional literature, examples of national, state and district standards for administrators, as well as the newly adopted content and performance expectations for preliminary administrator certification, the CPSEL Update Panel drafted the updated set of CPSEL. The draft underwent review by the Commission and two public surveys soliciting comments. The refined CPSEL were approved by the Commission in February 2014.

### **Guiding Principles for the CPSEL**

The updated CPSEL reflect current and emerging expectations for education leaders. They are built on a set of Guiding Principles, developed by the revision committee, that identify foundational beliefs supporting each CPSEL.

The CPSEL:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

### **Organization of the CPSEL**

The CPSEL are the professional standards for education leaders and broadly describe effective leadership.

The updated CPSEL are organized into three levels: standards, elements, and example indicators of practice. This format helps to describe, in increasing detail, the work of an education leader and parallels the structure of other state documents such as the *California Standards for the*

*Teaching Profession* (2009) and the Quality Professional Learning Standards (Torlakson, January 2014).

The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. The updated standards maintain the basic footprint of the six major leadership areas of the original CPSEL. This continuity helps educators, policymakers and programs align and link the updated CPSEL with existing California state policies and local uses, the national ISLLC standards (2008), research, and evidence-based practices across the states. Each standard has a title that supports its identification and use:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leader actions within the standard.

The indicators further delineate leader action. They are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. The indicators can be used and/or adapted in a variety of ways by state and local education leaders to guide and support administrator leaders from preparation through levels of increasingly accomplished practice.

## **Conclusion**

The work of California's administrators has changed and expanded since the first edition of the California Professional Standards for Education Leaders in 2001. To reach every student and support every teacher in meeting increasingly complex outcomes demands a cadre of increasingly committed and effective administrators. Transforming our state's system for developing and supporting administrators to become excellent education leaders requires consensus about high expectations that are attainable over time with quality preparation, induction, and ongoing professional learning. The CPSEL serve as broadly supported leadership criteria that are a critical component of a coherent system of leadership development and support that ensures excellent education leaders throughout California.

## **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 and 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.



## California Administrator Performance Expectations (CAPEs)

~The Tier I Preliminary Administrative Credential Foundation~

### Category A: Visionary Leadership (CAPEs A1-A20)\*

- CAPE 1:** Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals
- CAPE 2:** Developing a Shared Commitment to the Vision Among All Members of the School Community
- CAPE 3:** Leading by Example to Promote Implementation of the Vision
- CAPE 4:** Sharing Leadership with Others in the School Community

### Category B: Instructional Leadership (CAPEs B1-B32)

- CAPE 5:** Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction
- CAPE 6:** Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth
- CAPE 7:** Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors
- CAPE 8:** Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals

### Category C: School Improvement Leadership (CAPEs C1-C9)

- CAPE 9:** Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan
- CAPE 10:** Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement
- CAPE 11:** Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan
- CAPE 12:** Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

### Category D: Professional Learning and Growth Leadership (CAPEs D1-D11)

- CAPE 13:** Modeling Life-Long Learning and Job-Related Professional Growth
- CAPE 14:** Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities
- CAPE 15:** Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

### Category E: Organizational and Systems Leadership (CAPEs E1-E27)

- CAPE 16:** Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning
- CAPE 17:** Developing, Implementing, and Monitoring and Monitoring the School's Budget
- CAPE 18:** Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

### Category F: Community Leadership (CAPEs F1-F10)

- CAPE 19:** Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public
- CAPE 20:** Involving the Community in Helping Achieve the School's Vision and Goals

\* The "California Administrator Content Expectations" (CAECs) are 109 identified content knowledge expectations for a Tier I program.





# California Administrator Performance Expectations (CAPEs)

Portfolio of Performance  
for

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December 1, 2016



Congratulations on completing the coursework for the Preliminary Administrative Services Credential Tier I. You now will be applying the your previous coursework to activities that can and should be implemented at your site. These activities should be tailored to meet the California Administrator Content Expectations that are specifically aligned to the CAPEs. Use these to develop an activity that will show competency in the areas of each category. Approval by you, your on-site supervisor, as well as the university supervisor will provide you with expectations, clarity, evaluative feedback. Communication will be very important to completing the portfolio.

Good Luck!

Joseph Almasy, Instructor  
EDUC 678B  
Fieldwork Practicum

## Category A: Visionary Leadership



Develop/Lead/Share



Visionary Leadership Goal: \_\_\_\_\_  
\_\_\_\_\_

Description of Activity: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Time Frame: \_\_\_\_\_

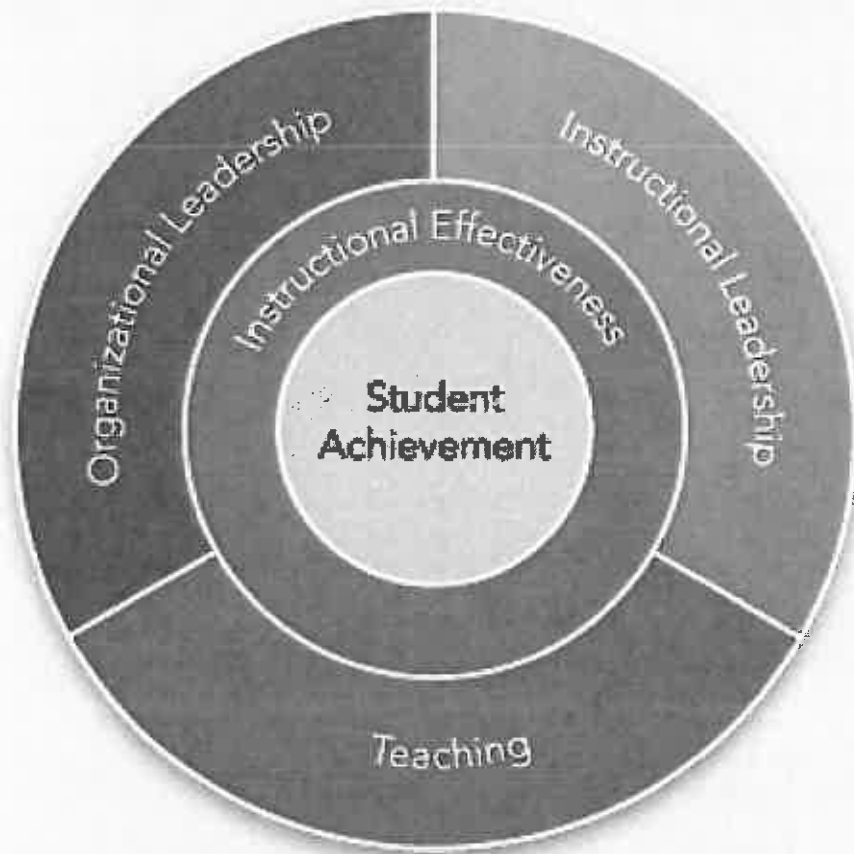
Candidate Approval \_\_\_\_\_ On-Site Supervisor Approval \_\_\_\_\_

Meeting Date \_\_\_\_\_ Completion Date: \_\_\_\_\_

Submission Date \_\_\_\_\_

University Supervisor \_\_\_\_\_

## Category B: Instructional Leadership



Promote/Evaluate/Demonstrate/Communicate



Instructional Leadership Goal: \_\_\_\_\_  
\_\_\_\_\_

Description of Activity: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Time Frame: \_\_\_\_\_

Candidate Approval \_\_\_\_\_ On-Site Supervisor Approval \_\_\_\_\_

Meeting Date \_\_\_\_\_ Completion Date: \_\_\_\_\_

Submission Date \_\_\_\_\_

University Supervisor \_\_\_\_\_

## Category C: School Improvement Leadership



Needs/Strategies/Growth/Collaboration



School Improvement Leadership Goal:

\_\_\_\_\_

Description of Activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Frame: \_\_\_\_\_

Candidate Approval \_\_\_\_\_ On-Site Supervisor Approval \_\_\_\_\_

Meeting Date \_\_\_\_\_ Completion Date: \_\_\_\_\_

Submission Date \_\_\_\_\_

University Supervisor \_\_\_\_\_



## Category D: Professional Learning and Growth Leadership





Professional Learning  
and  
Growth Leadership Goal:

\_\_\_\_\_

\_\_\_\_\_

Description of Activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Frame: \_\_\_\_\_

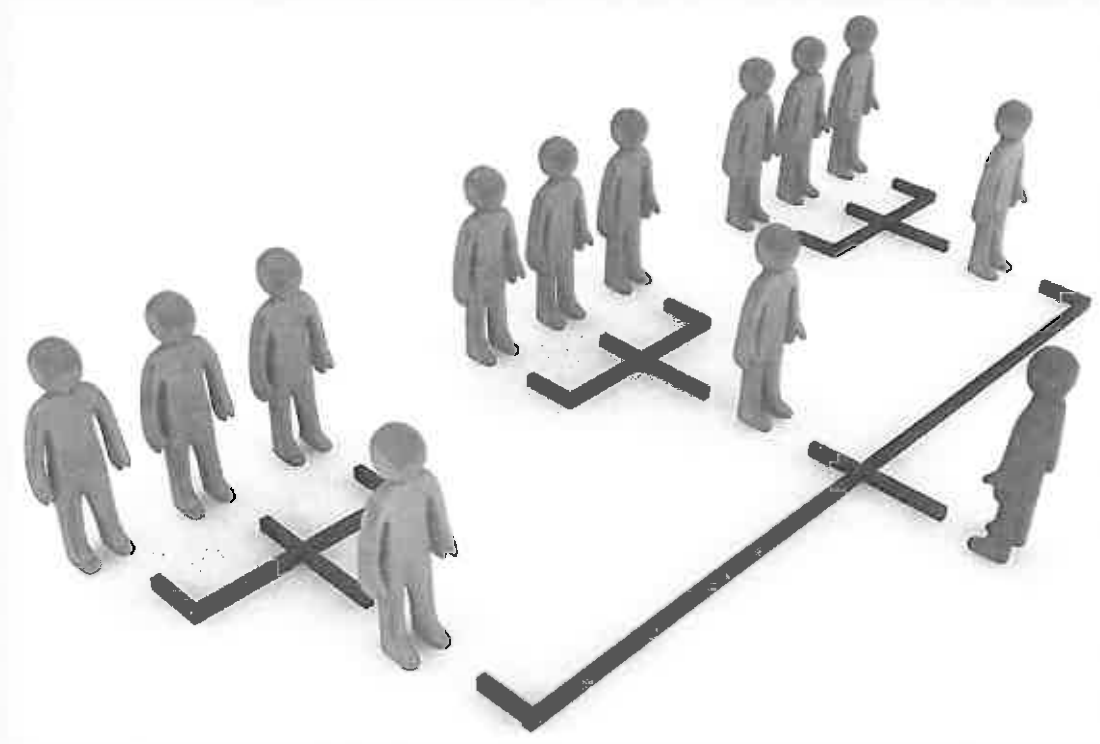
Candidate Approval \_\_\_\_\_ On-Site Supervisor Approval \_\_\_\_\_

Meeting Date \_\_\_\_\_ Completion Date: \_\_\_\_\_

Submission Date \_\_\_\_\_

University Supervisor \_\_\_\_\_

# Category E: Organizational and Systems Leadership



Understand/Manage/Develop/Monitor/Implement



Organizational  
and  
Systems Leadership  
Goal:

\_\_\_\_\_

\_\_\_\_\_

Description of Activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Frame: \_\_\_\_\_

Candidate Approval \_\_\_\_\_ On-Site Supervisor Approval \_\_\_\_\_

Meeting Date \_\_\_\_\_ Completion Date: \_\_\_\_\_

Submission Date \_\_\_\_\_

University Supervisor \_\_\_\_\_

## Category F: Community Leadership



**just  
imagine...**

Represent/Promote/Involve



Community Leadership Goal:

\_\_\_\_\_

\_\_\_\_\_

Description of Activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time Frame: \_\_\_\_\_

Candidate Approval \_\_\_\_\_ On-Site Supervisor Approval \_\_\_\_\_

Meeting Date \_\_\_\_\_ Completion Date: \_\_\_\_\_

Submission Date \_\_\_\_\_

University Supervisor \_\_\_\_\_

# California Administrator Content Expectations (CACE)

## Appendix A: California Administrator Content Expectations

<b>A. Visionary Leadership</b>	
<b>Associated CAPE</b>	<b>Content Knowledge Expectations</b>
1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals	<p>A-1. Major theories and concepts in educational leadership</p> <p>A-2. Relationships between leadership theory and practice in the context of contemporary educational issues in California</p> <p>A-3. Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies</p> <p>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</p> <p>A-5. Skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals</p>
2. Developing a Shared Commitment to the Vision Among All Members of the School Community	<p>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</p> <p>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</p> <p>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</p>
3. Leading by Example to Promote Implementation of the Vision	<p>A-9. Examine and respond to equity issues related to race, diversity, and access, using inclusive practices</p> <p>A-10. Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers</p> <p>A-11. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision</p>
4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision	<p>A-12. Facilitate the comprehensive integration of technology to support achievement of the vision</p> <p>A-13. Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness</p> <p>A-14. Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups</p> <p>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</p> <p>A-16. Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making</p> <p>A-17. Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator</p> <p>A-18. Understand the roles of a broad range of support staff and mental health professionals.</p>



### A. Visionary Leadership

Associated CAPE	Content Knowledge Expectations
	<p>A-19. Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals</p> <p>A-20. Understand how to identify and access resources to help address difficult or complex problems and issues that may arise</p>

### B. Instructional Leadership

Associated CAPE	Content Knowledge Expectations
5. Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction	<p>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</p> <p>B-2. Recognize and identify mental health conditions that support or hinder student achievement.</p> <p>B-3. California's K-12 student academic content standards and state-adopted assessment systems for measuring student performance</p> <p>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</p> <p>B-5. Teacher observation and evaluation systems grounded in standards-based teaching and learning</p>
6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth	<p>B-6. Appropriate and "best" instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented</p> <p>B-7. Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice</p> <p>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</p> <p>B-9. Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments</p>
7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors	<p>B-10. Promote student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum</p> <p>B-11. Valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning</p> <p>B-12. Understand the purpose, role and use of multiple assessments to continuously evaluate student learning</p> <p>B-13. Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers</p> <p>B-14. Knowledge of appropriate, effective college and career readiness and co-curricular activities</p>

## B. Instructional Leadership

Associated CAPE	Content Knowledge Expectations
<p>8. Communicating with the School Community about Schoolwide Outcomes Data and Improvement Goals</p>	<p>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</p> <p>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</p> <p>B-17. Induction programs for beginning teachers, including BTSA</p> <p>B-18. Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</p> <p>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</p> <p>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</p> <p>B-21. Effective uses of staff time for purposes of professional development for both individual and school purposes and goals</p> <p>B-22. Strategies for self-improvement and planning for continuous learning in order to serve as a role model for others</p> <p>B-23. Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active learning and promote student reflection and inquiry</p> <p>B-24. Understands how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration</p> <p>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</p> <p>B-26. Understand and maximize the relationships between student behavior management systems and student success</p> <p>B-27. Understand how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning</p> <p>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</p> <p>B-29. Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions</p>

## B. Instructional Leadership

Associated CAPE	Content Knowledge Expectations
	<p>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</p> <p>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</p> <p>B-32. Identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias</p>

## C. School Improvement Leadership

Associated CAPE	Content Knowledge Expectations
9. Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan	<p>C-1. Theories and strategies for instituting, managing, and evaluating a school change process</p> <p>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</p> <p>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</p>
10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement	<p>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</p> <p>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</p>
11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan	<p>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</p> <p>C-7. Use time and technology effectively to help manage the school improvement process</p>
12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the	<p>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</p>

### C. School Improvement Leadership

Associated CAPE	Content Knowledge Expectations
Growth Plan Based on Student Outcomes	C-9. Strategies for continuous progress monitoring of the school's growth plan and outcomes, and for using those data for updating the school growth plan as needed

### D. Professional Learning and Growth Leadership

Associated CAPE	Content Knowledge Expectations
13. Modeling Life-Long Learning and Job-Related Professional Growth	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
14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities	D-2. Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation
	D-3. Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one's own performance
	D-4. Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups
	D-5. Understand how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff
15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program	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'

### D. Professional Learning and Growth Leadership

Associated CAPE	Content Knowledge Expectations
	knowledge and skills

### E. Organizational and Systems Leadership

Associated CAPE	Content Knowledge Expectations
16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning	<p>E-1 Understand federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process</p> <p>E-2 School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)</p> <p>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</p> <p>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</p> <p>E-5 Understand school-wide intervention strategies</p> <p>E-6 Understand legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology)</p> <p>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</p> <p>E-8 Understand, develop, and monitor the school's budget and expenditures, including involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)</p> <p>E-9 Prioritize use of school resources, including the budget, to support the school's vision, goals, and growth plan</p> <p>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</p> <p>E-11 Understand how to apply systems thinking to set priorities and manage organizational complexity</p> <p>E-12 Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance</p>
17. Developing, Implementing and Monitoring the School's Budget	
18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations	

## **E. Organizational and Systems Leadership**

Associated CAPE	Content Knowledge Expectations
	<p>collaboration, and support effective management of the organization</p> <p>E-13. Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff</p> <p>E-14. Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>E-20. Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students</p> <p>E-21. Understand the effective use of outside support organizations for student health, safety, and well-being</p> <p>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)</p> <p>E-23. Use of technological systems and tools to support the management of school operations</p> <p>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)</p> <p>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</p> <p>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</p>

## **E. Organizational and Systems Leadership**

<b>Associated CAPE</b>	<b>Content Knowledge Expectations</b>
	E-27 Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events

## **F. Community**

<b>Associated CAPE</b>	<b>Content Knowledge Expectations</b>
19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public	<p>F-1 Defining an inclusive "school community"</p> <p>F-2 Understand the multiple connections between school, families, and the community</p> <p>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</p> <p>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</p>
20. Involving the Community in Helping Achieve the School's Vision and Goals	<p>F-5 How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making</p> <p>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</p> <p>F-7 Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change</p> <p>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</p> <p>F-9 Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs</p>



## Prospective Administrator:

It is the intent of the School of Education to prepare each student with skills relevant to the duties they intend to pursue upon completion of the program. Therefore, to ensure each area of the CPSEL's, CAPEs, and CACE are mastered, Fieldwork must be a vital part of the process. It has been determined to successfully meet the standards of the Commission, each student will complete sixty (60) hours of selected Fieldwork that will be approved by a University Supervisor (Faculty), an On-Site Supervisor (Mentor), and the student. This collaborative effort will ensure the activities being pursued will obtain the outcomes desired.

Each class dedicated to providing a Fieldwork component should have the activity communicated to the instructor. This will allow instructor, student, and mentor opportunities to facilitate an outside activity that will have relevance to the activities being performed within the class.

Mentoring meetings must be agreed upon prior to the first official meeting. This will ensure a plan is in place and a successful experience will be provided.



**EDUC 678 A   Educational Administration Program Induction**  
**EDUC 678 B   Fieldwork Practicum**  
**Mentoring Monitoring Log**

Name \_\_\_\_\_ Contact Number \_\_\_\_\_  
 Email Address \_\_\_\_\_

Current Employer \_\_\_\_\_ Position \_\_\_\_\_

Site Level:      Elementary      Junior High      High School      District Level

Primary Duties \_\_\_\_\_

Administrative Goal \_\_\_\_\_

**Level of Expertise**

(1 being none, 5 being strong)

Master Schedule	1	2	3	4	5
Instructional Coaching	1	2	3	4	5
Curriculum and Instruction	1	2	3	4	5
Discipline and/or Guidance	1	2	3	4	5
Assessment and Accountability	1	2	3	4	5
School Law	1	2	3	4	5
Finance	1	2	3	4	5
Human Resources and Evaluation	1	2	3	4	5

Your Contact Mentor/Mentee is \_\_\_\_\_  
 Contact Information \_\_\_\_\_

Meeting Dates \_\_\_\_\_

September 12, 2016

To: On-Site Candidate Supervisors/Coaches

The University of Redlands values the Administrative Services Credential Program and the associated work that must be completed in preparing candidates to take leadership roles within the State of California. One of the most important aspects of program completion is the practical application and on-site practice a candidate can implement prior to gaining a Preliminary Administrative Services Credential.

The team necessary for candidate success consists of the Candidate, an On-site Supervisor/Coach, and a University Fieldwork Supervisor that must work together to make the preparation a quality learning experience.

We are requesting as the On-site Supervisor/Coach you meet regularly (at least 6 times) over the next 12 weeks to assist the student with the following:

1. Planning a prescribed administrative Fieldwork Experience on your site
2. Implementing the fieldwork plan to enhance the on-site experience
3. Evaluating each area implemented to ensure a completed quality experience
4. Meeting with the student to clarify expectations
5. Assessing the completed work at the end of the term and provide quality feedback to the candidate documenting on forms provided.
6. Meet and collaborate with the University Supervisor who will complete one on-site observation during the 12 week period, discuss progress of the student with on-site mentor/coach and the student. The University Supervisor will collect all documentation and return to Fieldwork Office in a timely manner.
7. Attend at least two professional development sessions provided by the University of Redlands.

In the attached packet, a copy of the California Administrator Performance Expectations (CAPEs) and tentative planning sheets are provided. Please take time to review these expectations and begin the planning process. After review, please sign the signature spaces below. The candidate should make a copy of this form for their portfolio and return the original to the University Fieldwork Supervisor and Fieldwork and Advising Office.

---

University of Redlands School of Education

Candidate Name, \_\_\_\_\_ On-Site Supervisor \_\_\_\_\_

Candidate Contact Number \_\_\_\_\_ On-Site Contact Number \_\_\_\_\_

University Supervisor \_\_\_\_\_ Site name \_\_\_\_\_ School District \_\_\_\_\_

Meeting Dates: \_\_\_\_\_