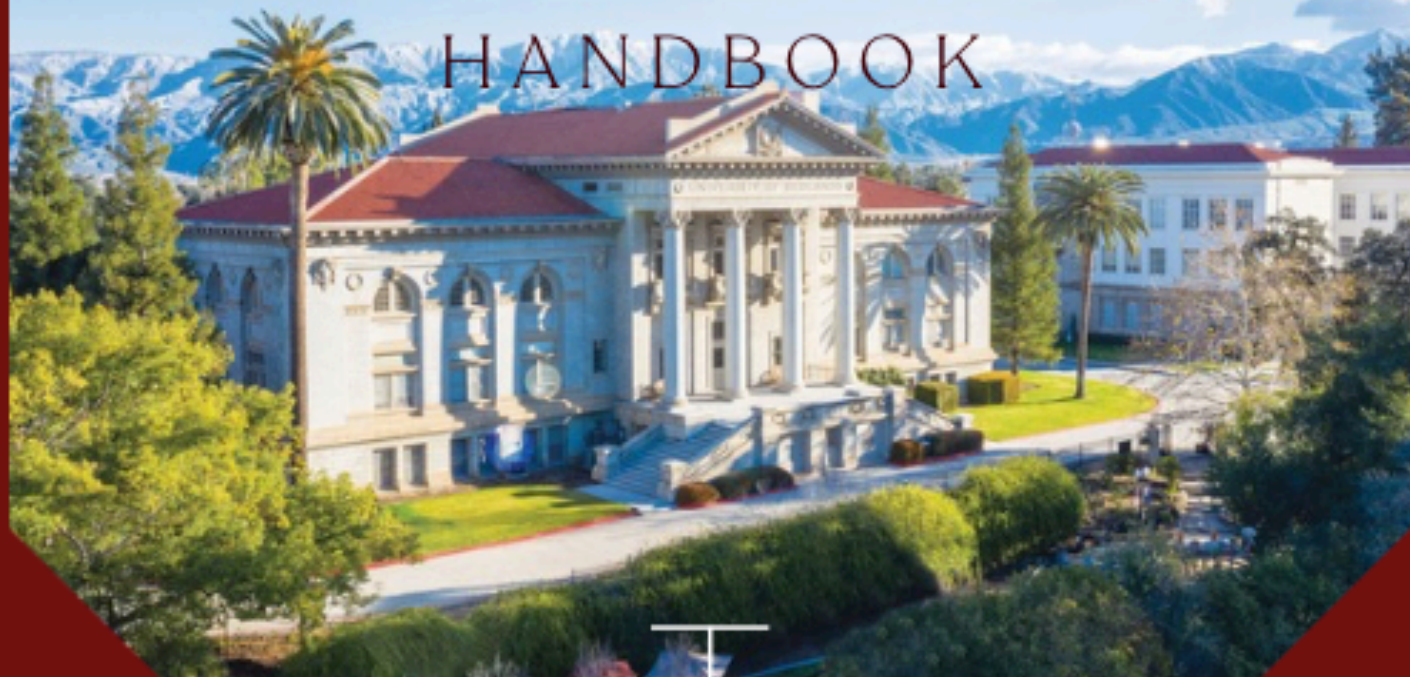UNIVERSITY OF REDLANDS
SCHOOL OF EDUCATION

2025-2026

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

HANDBOOK

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September 2025

To: University of Redlands Administrative Services Credential Candidate

From: Heather Griggs, Ed.D. PASC Coordinator

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 Tier 1 Administrative Services Credential.

The team assembled consists of the candidate, an on-site supervisor, and a Fieldwork Supervisor that must work together to make the preparation a quality learning experience.

We meet regularly (at least 6 times) during the semester to:

1. Review fieldwork requirements (Group meeting)
2. Plan a prescribed administrative Fieldwork Experience
3. Implement the plan to enhance the on-site experience
4. Evaluate each area implemented to ensure a completed quality experience
5. Meet as a team to clarify expectations and collaboratively apply them
6. Assess the completed work and provide quality feedback to the candidate

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 reviewing, please sign the signature spaces below. The candidate should make a copy of this form for their portfolio and submit it to the Fieldwork Supervisor.

<div align="center">University of Redlands School of Education</div>

Candidate Name_____ Site Supervisor_____

Candidate Contact Number_____ Site Contact Number_____

School District_____ Site_____

University Supervisor: Heather Griggs 760-963-2843 heather_griggs@redlands.edu

Meeting Dates: _____ _____ _____ _____ _____ _____

General Information

Introduction

Fieldwork is an integral piece in the preparation of candidates for the Preliminary Administrative Services Credential. The candidate, Mentor Principal, and University Supervisor share responsibility for creating meaningful fieldwork experiences. Mutual respect, cooperation, and open communication are necessary to create a positive and supportive relationship between these team members. The quality of the fieldwork experience is incumbent upon this interaction.

Required Courses

EDUC 634 – Leadership Lab (A, B, and C) is required for all candidates. (or 678B)

EDUC 679 – Educational Administration Internship (A, B, and C) is required for candidates with an approved internship in their district.

Required Documents

Each student participating in fieldwork will complete a Leadership Strengths Assessment and a Professional Growth Plan. The Professional Growth Plan is a malleable document that may be revised over the course of the program.

Professional Growth Plan

The Professional Growth Plan should include general knowledge, skills, and or goals and identify at least two specific leadership experiences to be completed during the semester. The leadership experiences may include any area of school administration as long as they meet the following conditions:

- Purposeful and consequential.
- Related to School Improvement; and
- Require you to lead rather than just observe or participate.

Potential Fieldwork Experiences:

1. Analyze, Update and Revise: Safety Plan, Behavior Management Plan (e.g. PBIS), Attendance Plan
2. Design, Implement, and Monitor Professional Development
3. Actively Participate In/Lead a Site, District, or Community Committee
4. Design and Implement a Community/Parent Event
5. Conduct a Community Assets Project
6. Create an Assignment with your Mentor and University Supervisor

Directions for Potential Fieldwork Experiences

	1. Analyze, Update and Revise: Safety Plan, Behavior Management (e.g. PBIS), or Attendance Plan
Description of Task	Meet with your Mentor Principal to discuss safety, behavior management, and attendance issues at your school. Together, identify one of these areas as the focus for this task. Determine if this work will require a collaborative process or can be done by the candidate with periodic review and input from key stakeholders. Specific Steps: • Review the most current school plan in your area of focus • Collect data related to your focus area (i.e. student referrals, detentions, suspensions; absence patterns and dropout rates; or safety issues such as unauthorized entries, fire drill compliance; lockdowns, etc.) • Analyze data to determine patterns, trends, and specific students and/or student groups impacted and why • Research evidence-based practices related to your area of focus • Determine how the plan should be revised and identify the processes you used to make decisions • Present recommendations to revise and/or improve the school-wide safety, behavior management, or attendance plan to your Mentor Principal and stakeholders (if applicable)
Product	➤ Analysis of the data collected regarding the area of focus—safety, behavior or attendance ➤ Summary of evidence-based practices researched ➤ Recommendations for revision and/or improvement of the current plan ➤ Plan for sharing the proposed findings and recommendations ➤ Reflective narrative regarding what you learned during the process, how the changes will impact students and what you would do differently if given authority

	2. Design Implement and Monitor Professional Development
Description of Task	Meet with your Mentor Principal to discuss professional development needs at the site. Review the year-long plan for professional learning and development at the site. Talk about site-identified needs and/or interests, observed patterns of student learning or behavior that might be addressed, district-identified foci, recommendations for WASC reviews, etc. From this discussion, identify a specific area for which you will provide professional development for a group of teachers at the site. Specific steps: • Collect data to support your decision for the topic of the professional learning— School professional learning plan, Targeted Group Improvement Plan (TGIP), LCAP goals, WASC recommendations, assessment results, surveys, etc. • Design, prepare, and implement the activity • Support and monitor implementation of the strategies provided
Product	➢ Artifacts from the activity/event (i.e. agendas, PowerPoint presentation, materials presented, work products, photographs, etc.) ➢ How you supported the implementation of strategies ➢ Reflection on how successful the event was, ways to improve/design the activity for the future, and connections to adult learning theory and culturally responsive teaching

	3. Actively Participate In/Lead a Site, District, or Community Committee
Description of Task	Meet with your Mentor Principal to identify a site-level, district-level or community committee you can actively participate in and, if appropriate, co-lead or lead. The committee should be addressing an educational topic of interest to the school and should last most, if not all, of the year. The committee should include teachers, parents and/or community members (i.e. School Site Council, English Learners Advisory Council, GATE Advisory Committee, etc.). Specific steps: • Attend all committee meetings • Participate in the work of the group and co-lead or lead sessions, as possible • Meet periodically with Mentor Principal and/or University Supervisor to present artifacts and discuss committee progress • Analyze the efficiency and effectiveness of the group and their impact on student achievement, well-being and/or involvement
Product	➢ Artifacts from the meetings (agendas, minutes, presentation you made, work products, etc.) ➢ Reflection on your role in the group, how successful the meetings were in reaching established goals, and ways to improve the group's functioning if you were given authority to do so

	4. Design and Implement a Community/Parent Event
Description of Task	Meet with your Mentor Principal to discuss parent and community involvement at your school. Together, identify one of these two areas as the focus for this task. Determine if this work will require a collaborative process or can be done by the candidate with periodic review and input from key stakeholders. Specific steps for parent involvement/education: • Conduct a needs assessment to determine areas of parent involvement or education that should be addressed • Design an activity/education program for parents to increase their involvement and/or understanding of activities that support or improve the learning environment • Sample activities could include Family Math Night, Fall Festival, Help with Homework, How to Help Your Child Apply for College, The Benefits and Requirements of AP Classes, etc.) • Gather and incorporate information from parents regarding expectations and interests into the design of your activity • Implement the activity • Collect and analyze feedback to guide future activities. OR Specific steps for community involvement/education activity: • Identify either an involvement or education activity for community members to increase their involvement in or understanding of the structures that support or improve the learning environment • Sample activities might include Creating a new school partnership or expanding a current one; Contacting a community group to provide an enrichment opportunity for students or families; Meeting with different community groups or local elected officials to communicate how the school is doing and identify where resources are needed • Implement the activity and reflect upon its success and impact
Product	• Artifacts from the activity/event (i.e. agendas, flyers, materials presented, photographs, etc.)

	5. Community Assets Project
Description of Task	Understanding your school community is essential. CAPE 4 charges administrators to recognize the range of family and community perspectives…. and access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school. For this activity you will start by identifying the boundaries of your school community and determining the demographics of the people in the community. Specific steps: • Get to know the community within those boundaries by identifying housing areas, businesses, churches, parks, and other public facilities or service organizations • Visit a sampling of these businesses, organizations, or locations • Describe the housing—single family, multiple family housing, etc. • Determine where the nearest social service agencies are for the community • Are there churches? If so, what faiths are represented? • Identify where students go when not in school: recreation centers, parks, etc. • Determine if businesses are small, community-based or part of a large corporation • Determine where families get essentials within the community or if they must go outside of the community Once you have gotten to know the community, identify assets in the community that can support students. Determine if the school is currently using assets and identify which may become partners or contribute resources and talents to the school.
Product	➢ Artifacts from your research of the community (pictures, flyers or advertisements, documents, etc.) ➢ A narrative describing the community including demographics, housing areas, businesses, churches, parks, and other public facilities or service organizations, etc. as outlined in specific steps ➢ A plan for utilizing the assets in the community to support students ➢ Reflection on your learning from this activity

Candidate and Mentor Principal/Administrator Fieldwork Agreement

Mentor Principal Name: School: Date:

I agree to assist my administration candidate by:

Develop the candidate's skills by:

- Co-planning and designing fieldwork experiences with the candidate and University Supervisor

- Supporting the candidate in completing three CalAPA cycles by providing authority to access student data, work with other educators, observe a teacher volunteer, and to video record necessary sessions following district guidelines

- Developing and promoting equity-driven practices

- Brokering relationships and networks

- Modeling strong leadership—be vulnerable, transparent and engage in think-alouds

Engage/Coach the candidate by:

- Providing regular, on-going feedback and coaching

- Encouraging, and guiding the candidate to take on increasing leadership roles

- Observing with the intent of congruence

Monitor the candidate's growth by:

- Monitoring the fieldwork performance tasks

- Attending triad meetings with the candidate and the University Supervisor

- Participating in evaluation of candidate skills and growth

Specifically, I will:

➢ Attend at least 2 triad meetings with the University Supervisor and candidate. Triad meetings should occur as early as possible in the program, and at the end of the program. The purposes of these meetings are to 1) discuss and agree upon the area of focus for each fieldwork assignment, 2) monitor candidate progress on completion of fieldwork assignments, and 3) discuss issues that may arise.
➢ Provide authority for the candidate to assume leadership roles as outlined in the fieldwork assignments. Support the candidate in developing relationships and forming collaborative groups necessary to complete fieldwork assignments.
➢ Check in regularly with the candidate. These meetings will provide opportunities for the Mentor Principal to model strong equity-driven leadership, think aloud so the candidate may understand the processes used to make decisions and solve problems, exchange ideas regarding fieldwork experiences, and provide ongoing, direct feedback on the candidate's progress.
➢ Assist the candidate in the self-assessment of skills/dispositions needed for entry-level administrators.
➢ Provide input to the University Supervisor regarding the evaluation of the candidate's fieldwork experience.

Mentor Principal (Supervising Site Administrator) Signature: _____

Candidate Fieldwork Agreement

Candidate Name: School: Date:

I will complete all the candidate responsibilities that are defined in the Fieldwork Handbook and required by the

California Commission on Teacher Credentialling (CTC).

I will:

- Schedule triad meetings with my Mentor Principal and University Supervisor at the beginning and of the semester.

- Work with my Mentor Principal to design and implement my professional growth plan and create a Fieldwork
  Experience to address my unique needs by collaborating with my Mentor Principal and University Supervisor
  with approval from the Fieldwork Coordinator.

- Complete two of the fieldwork activities including:
  - Facilitating Community of Practice Meetings
  - Designing, Implementing, and Evaluating Professional Development
  - Conducting a Community Assets Project
  - Actively Participating in/Leading a Year-long Site, District, or Community Committee
  - Designing and Implementing a Parent or Community Educational or Involvement Event
  - Reviewing, Analyzing, Updating, and Revising the Site Safety Plan, Behavior
    Management Plan, or Attendance Plan;

- Obtain permission to video record interactions with faculty/staff and students as required by CalAPA;

- Maintain copies of the required permission to video record;

- Obtain required media release forms for videotaping as required by the district;

- Complete and submit CalAPA Cycles 1 – 3;

- Present my work to my University Supervisor/Mentor Principal for approval in a timely manner; and

- Provide my Mentor Principal and University Supervisor with documentation of my work as defined in the
  Handbook.

- Monitor the fieldwork performance tasks

- Attend triad meetings with the Mentor Principal and the University Supervisor

- Participate in the evaluation process focusing on skills and growth

I understand the commitment I am making to the school site that accepts me for fieldwork. I will fulfill the
responsibilities of my fieldwork assignment in a professional and ethical manner.

Candidate's Signature: _____

Professional Development Plan

Name:

School:

Date:

CPSEL and CAPE

1. Development and implementation of a shared vision

2. Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

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

4. Collaborate with families and other stakeholders to address diverse student and community resources.

5. Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice and equity, and hold staff to the same standard.

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

As you think about the next year of preparing for school administration, a self-assessment of what you know and are already able to do will be helpful in planning your personal professional development.

Most first-time administrators come directly from the classroom and view the school through the lens of a teacher. You will need to look at the detailed explanation of both the CPSEL's and the CAPE's to individually determine what areas you need additional training and fieldwork in.

You will need to demonstrate you're learning over the 135 hours of fieldwork. Some areas you may already be knowledgeable in and can use that knowledge as your artifact; others you will need to learn from classes, Cal APA fieldwork with your mentor or your own research.

This document will be the foundation of your exit portfolio. It is strongly recommended that you organize your portfolio along similar lines.

California Administrator Performance Expectations PLAN

Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being. California leaders recognize, respect, and utilize each student's strengths, experiences, and background as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.

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

1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students

Essential Element	Learning Task	Artifact/Evidence
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:		Suggestion: APA 1
	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:		Suggestion: APA 1, 2
	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,		Suggestion: APA 1, 2

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:		Suggestion: APA 1, 2, 3
	1. Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPE and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.	
	2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning.	
	3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPE, and CPSEL.	
	4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.	
2B: Promoting Effective Curriculum, Instruction, and Assessment New administrators understand the role of 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:		Suggestion: APA 2, 3
	1. Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals.	
	2. Establish and maintain high learning expectations for all students.	

	3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.	
	4. Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.	
2C: Supporting Teachers to Improve Practice New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, aspiring administrators learn how to:		
	1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.	Suggestion: APA 2, 3
	2. Use state-adopted professional standards (e.g., CAPE, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.	
	3. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.	
2D: Feedback on Instruction New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers. During preliminary preparation, aspiring administrators learn how to:		Suggestion: APA 2, 3
	1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices.	
	2. Use the principles of reflective collegial feedback to guide instructional improvement.	
	3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.	
3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.		
3A: Operations and Resource Management New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, aspiring administrators learn how to:		
	1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.	
	2. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.	

	3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.	
	4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.	
3B: Managing Organizational Systems and Human Resources New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career. During preliminary preparation, aspiring administrators learn how to:		Suggestion: APA 1
	1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.	
	2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.	
	3. Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other CAPE (September 2017) CAPE (September 2017) stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.	
3C: School Climate New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families. During preliminary preparation, aspiring administrators learn how to:		Suggestion: APA 1, 2, 3
	1. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.	
	2. Recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.	
	3. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs	
3D: Managing the School Budget and Personnel New administrators know how effective management of staff and the school's budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to:		
	1. Observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.	

	2. Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.	
	3. Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.	
	4. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.	
	5. Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.	
	6. Use various technologies related to financial management and business procedures.	
	7. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures, including financial record keeping and accounting.	
4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.		
4A: Parent and Family Engagement New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, aspiring administrators learn how to:		
	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 achievements, teacher professional learning activities, school climate, and progress toward achieving school goals.	
4B: Community Involvement New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, aspiring administrators learn how to:		
	1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.	
	2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions.	

	3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.	
	4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.	

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

5A: Reflective Practice New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to:		Suggestion: APA 1, 2, 3
	1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.	
	2. Use a professional learning plan to focus on personal and professional growth in order to achieve the school's vision and goals.	
	3. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.	
	4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.	
5B: Ethical Decision-Making New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to:		Suggestion: APA 1, 2, 3
	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:		Suggestion: APA 1, 2, 3
	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:		Suggestion: APA 1
	1. Recognize that any school is part of a larger district, state, and federal context that is influenced by political, social, economic, legal, and cultural factors.	
	2. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.	
	3. Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.	
	4. Operate within legal parameters at all levels of the education system.	
6B: Representing and Promoting the School New administrators understand that they are a spokesperson for the school's accomplishments and needs. During preliminary preparation, aspiring administrators learn how to:		Suggestion: APA 1
	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.	

Candidate Signature: _____ Mentor Administrator Signature: _____

University Supervisor Signature:_____

Course Number: _____

Instructor: _____

Date: _____

Fieldwork Proposal Form

Directions:
1. Fill out the form completely for each fieldwork course.
2. Sign and get signatures of your mentor and your professor.
3. Make sure you save the proposal and reflection for your 634A-C Exit Portfolio.
4. Make sure you cover and address each CPSEL and include associated CAPEs over your three courses.

California Professional Standards for Educational Leaders (CPSEL) **Experienced Leaders**
1. **Development of a Shared Vision**
2. **Instructional Leadership**
3. **Management and Learning Environment**
4. **Family and Community Engagement**
5. **Ethics and Integrity**
6. **External Context and Policy**

CAPE's to be addressed: California Administrators Performance Expectations

Proposed activities, artifacts, project or learnings. Include approximate timeline for completion.

Notes:

Candidate Signature: _____ Mentor Administrator Signature: _____

University Supervisor:_____

Course Number: _____ Instructor: _____

Date: _____

Mentor Fieldwork Meeting Log

It is the intent of the University of Redlands to ensure the students completing the Preliminary Administrative Services Credential (PASC) gain as much practical and applicable practice as possible. Students are required to complete 45 hours of fieldwork preparation per course for a total of 135 hours for the program. The mentors have been selected by the students to assist in the completion of those hours. Below is a form to log the Mentor/Student contact and the actual hours on student involvement. At the end of the course, students will be required to turn in this form to show the requirements as being fulfilled. Please take time to review this form and approve all student contact. It is the student's responsibility to ensure the requirements have been completed.

Name: _____ Mentor: _____

Site: _____ District: _____

<u>Official Log</u>

Meeting Date _____ Discussion_____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion_____

Activity_____ Hours _____

Candidate Fieldwork Activity Log EDUC 634 (A,B,C)

Name: _____ Mentor: _____

Site: _____ District: _____

<u>Official Log</u>

Meeting Date _____ Discussion _____

 Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

Activity_____ Hours _____

Meeting Date _____ Discussion _____

 Activity_____ Hours _____

Total Hours _____

 Students are to record all Fieldwork Activity. Mentors will initial when they have met and worked with the student on the activity being addressed.

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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 that the staff and school community understand it and use 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 engage 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 experiences 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 ensure 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 a clear rationale for decisions and distribute resources equitably to advance a 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 staff and community members 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 health, 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 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-based, 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 graduating 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 that 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 (CAPE)

Preamble to the CAPE: Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student's academic success and well-being. California leaders recognize, respect, and utilize each student's strengths, experiences, and background as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.

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

1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

1A: Developing a Student-Centered Vision of Teaching and Learning
New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to:

1. Develop a student-centered vision of teaching and learning based on the understanding that the school's purpose is to increase student learning and well-being.
2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission.
3. Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission.
4. Analyze and align the school's vision and mission to the district's goals.
5. Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
6. Communicate the school's vision of teaching and learning clearly to staff and stakeholders.

1B: Developing a Shared Vision and Community Commitment
New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the 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 CAPE and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.

2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning.
3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPE, and CPSEL.
4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.

2B: Promoting Effective Curriculum, Instruction, and Assessment
New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, aspiring administrators learn how to:

1. Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals.
2. Establish and maintain high learning expectations for all students.
3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.
4. Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.

2C: Supporting Teachers to Improve Practice
New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, aspiring administrators learn how to:

1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
2. Use state-adopted professional standards (e.g., CAPE, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.
3. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.

2D: Feedback on Instruction
New administrators know and understand TK-12 student content standards and frameworks, TK-12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers. During preliminary preparation, aspiring administrators learn how to:

1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices.
2. Use the principles of reflective collegial feedback to guide instructional improvement.
3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.

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

3A: Operations and Resource Management
New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, aspiring administrators learn how to:

1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.
2. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.
3. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
4. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.

3B: Managing Organizational Systems and Human Resources
New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career. During preliminary preparation, aspiring administrators learn how to:

1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.
2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.
3. Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other

California Administrator Performance Expectations (CAPE)

(cont.)

stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.

3C: School Climate

New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families. During preliminary preparation, aspiring administrators learn how to:

1. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
2. Recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.
3. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs

3D: Managing the School Budget and Personnel

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

1. Observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.
2. Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
3. Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.
4. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.
5. Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.
6. Use various technologies related to financial management and business procedures.
7. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures, including financial record keeping and accounting.

4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

4A: Parent and Family Engagement

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

1. Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.
2. Create and promote a welcoming environment for family and community participation.
3. Recognize and respect family goals and aspirations for students.
4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.

4B: Community Involvement

New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, aspiring administrators learn how to:

1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.
2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school's vision, plans, and decisions.
3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.
4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

5A: Reflective Practice

New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to:

1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.
2. Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals.
3. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.

5B: Ethical Decision-Making

New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to:

1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
2. Guide staff in examining issues that may affect accomplishment of the school's vision, mission, and goals, including issues that may be related to race, diversity, and access.
3. Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.

5C: Ethical Action

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

1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
2. Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect.
3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.

6: EXTERNAL CONTEXT AND POLICY

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

6A: Understanding and Communicating Policy

New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to:

1. Recognize that any school is part of a larger district, state, and federal context that is influenced by political, social, economic, legal, and cultural factors.
2. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.
3. Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.
4. Operate within legal parameters at all levels of the education system.

6B: Representing and Promoting the School

New administrators understand that they are a spokesperson for the school's accomplishments and needs. During preliminary preparation, aspiring administrators learn how to:

1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
2. Provide the public with a clear picture of what the school's mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being.
3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.
4. Involve stakeholders in helping address the school's challenges as well as sharing in its successes.

Overview Cross Walk of CAPE's and CPSEL's

Standard 1: Shared Vision		Standard 4: Family and Community Engagement	
CAPE	CPSEL	CAPE	CPSEL
Development & Implementation of a Shared Vision. Aspiring leaders develop a collective, student-centered vision using data to focus on equitable access, opportunities, and outcomes for all students.	Development and Implementation of a Shared Vision. Experienced leaders facilitate a shared vision of learning and growth for all students by engaging stakeholders, building consensus, and communicating the vision.	Family and Community Engagement. Aspiring leaders collaborate with families and stakeholders, creating a welcoming environment and respectful relationships.	Family and Community Engagement. Experienced leaders collaborate with families and stakeholders, involving parents and establishing community partnerships to mobilize resources.
Standard 2: Instructional Leadership		**Standard 5: Ethics and Integrity**	
CAPE	CPSEL	CAPE	CPSEL
Instructional Leadership. Aspiring leaders shape a collaborative culture of teaching and learning, promoting evidence-based practices and providing feedback for staff growth.	Instructional Leadership. Experienced leaders shape a collaborative culture by promoting professional development, guiding curriculum, and using data to improve practice and student learning.	Ethics and Integrity. Aspiring leaders make decisions demonstrating professionalism, ethics, integrity, justice, and equity, reflecting on performance and removing barriers.	Ethics and Integrity. Experienced leaders model professionalism, ethics, integrity, justice, and equity, guiding ethical decision-making among staff and the community.
Standard 3: Management and Learning Environment		**Standard 6: External Context and Policy**	
APE	CPSEL	CAPE	CPSEL
Management and Learning Environment. Aspiring leaders manage resources and systems for a safe and productive environment, focusing on operations, human resources, and fiscal management.	Management and Learning Environment. Experienced leaders manage the organization for a safe and productive environment, handling operations, facilities, fiscal and human resources, and supporting student success.	External Context and Policy. Aspiring leaders recognize the school's context within the district and state, understanding policy and serving as a spokesperson.	External Context and Policy. Experienced leaders influence contexts affecting education to improve policies and practices, engaging with policymakers and stakeholders.

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ADMINISTRATIVE SERVICES CREDENTIAL
FOR INDIVIDUALS PREPARED IN CALIFORNIA

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued after an individual meets basic credential requirements. A clear credential is issued when all credential requirements have been completed.

The Administrative Services Credential authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructional programs

- Evaluate certificated and classified personnel

- Provide students' discipline, including but not limited to, suspension and expulsion

- Provide certificated and classified employees discipline, including but not limited to, suspension, dismissal, and reinstatement

- Supervise certificated and classified personnel

- Manage school site, district, or county level fiscal services

- Recruit, employ, and assign certificated and classified personnel

- Develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services

An individual **must** hold an Administrative Services Credential to provide the following services in grades preschool, K 12 and adults:

- Evaluate the quality and effectiveness of instructional services at the school site level

- Evaluate of certificated personnel employed at the school site level, with the exception of the site administrator

- Student and certificated personnel employee discipline services at the school site level

Individuals Prepared Outside of California
Individuals prepared out-of-state or in a country outside the United States or U.S. territories should refer to Commission leaflet CL-574, entitled *Administrative Services Credentials for Individuals Prepared Out-of- State*.

Requirements for the Five-Year Preliminary Credential
Individuals must satisfy **all** the following requirements:

1. Possess a valid prerequisite credential (see Terms and Definitions)

2. Complete **one** of the following:
a. A Commission-approved program of specialized and professional preparation in administrative services resulting in the formal recommendation of the program sponsor or,

b. A one-year Commission-approved administrative services intern program consisting of supervised service training resulting in the formal recommendation by the California college or university where the program was completed or,

c. Achieve a passing score on the California Preliminary Administrative Credential Examination (CPACE), administered by Evaluation Systems, Pearson

- Passing examination scores must be used for credentialing purposes within ten years of the passing exam date*

- Individuals who pass the above examination may apply directly to the Commission for the credential

- Include an original score report showing passage of the examination with the application

3. Satisfy the basic skills requirement. See Commission leaflet CL-667, entitled *Basic Skills Requirement,* for additional information.

4. Complete five years of full-time experience (see Terms and Definitions)

5. Verify employment in an administrative position on form CL-777.

* The February 2015 administration of the CPACE was the final administration of the original exam. A revised version of the exam began to be administered July 8, 2015. **Test scores from the original CPACE exam cannot be combined with scores from the revised CPACE to obtain the Preliminary Administrative Services Credential. Test scores from the original CPACE exam will remain valid for five years for certification from the passing exam date.** See Coded Correspondence 17-01. For more information on administration of the CPACE, see the website http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_CPACE_TestPage.html.

An individual who has completed requirements 1–4 above but does not have an offer of employment in an administrative position may apply for a Certificate of Eligibility, which verifies completion of all requirements for the preliminary credential and authorizes the holder to seek employment as an administrator. The Certificate of Eligibility has no expiration date. Once securing an offer of employment, the holder of a Certificate of Eligibility may apply for the preliminary credential by submitting an application (form 41-4), a *Verification of Employment Form* (CL-777), and current processing fee to the Commission office.

Term of the Preliminary Credential
The valid period ofthe Preliminary Administrative Services Credential islimited by the expiration date ofthe prerequisite credential. The preliminary credential may be renewed for any time remaining up to the five full years allowed at the same time of renewing the prerequisite credential by submitting an additional application (form 41-4) and processing fee. However, if the prerequisite credential is valid for the full five year period from the issuance date of the preliminary administrative credential, the administrative credential will be valid for the full five year period upon issuance. For this reason, it may take one complete renewal cycle to align the dates of the prerequisite and administrative credentials. By the end of the five-year preliminary period, the holder must meet the requirements for the clear credential.

Requirements for the Clear Credential
Individuals must satisfy **all** of the following requirements:

- Possess a valid Preliminary Administrative Services Credential (see Terms and Definitions) CL-574C
- Verify a minimum of two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential.
- Complete a Commission-approved Administrative Services induction program and obtain the program sponsor's recommendation for the credential. Enrollment in a clear administrative induction program is expected upon placement in an administrative position but must occur no later than one year from activation of the preliminary credential.

Term of the Clear Credential
The term of the clear credential may not exceed five calendar years and may be limited to expire with the prerequisite

credential (see Terms and Definitions). The clear credential is renewable online.

Appeal for Extension
Individuals in need of additional time to complete program requirements may request a one-year extension by appeal. See Credential Leaflet AL-3 *Extension by Appeal for Credentials and Permits* for submission details.

TERMS AND DEFINITIONS

Experience (to Earn a Preliminary Credential)
Five years of successful, full-time experience in a public school, nonpublic school, or private school of equivalent status located in California or another state, or a combination of experience earned in California and another state. This experience may be teaching, pupil personnel work, librarianship, health services, clinical or rehabilitative services, or a combination of teaching and school services equal to five years. Substitute or part-time service does not apply. Verification of experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.

California public school employers encountering difficulty in recruiting a suitable candidate with the required five years of experience may request a waiver of up to two years of the required experience for the issuance of a Preliminary Administrative Services Credential. To qualify for the waiver, candidates must complete a Commission-approved Preliminary Administrative Services program, hold the appropriate clear or life prerequisite credential, and have been offered employment in an administrative position. **The two-year experience waiver is not available to candidates who choose the examination route or for those applying for a Certificate of Eligibility.** The six criteria required to waive up to two years of experience are found in Coded Correspondence 13-08.

Full-Time Service
Full-time service means service for a minimum of four hours per day for at least three-fourths of the total days in the school year. Substitute or part-time service does not apply.

Prerequisite Teaching Credential
For the Administrative Services Credential, effective July 1, 2013, a prerequisite credential is defined as:

- A valid California clear or life teaching credential requiring a bachelor's degree and a program of professional preparation, including student teaching; *or*
- A valid California clear or life Designated Subjects Teaching Credential, provided the holder also possesses a bachelor's or higher degree from a regionally-accredited college or university *or* A valid clear or life California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential, requiring a bachelor's degree and a program of professional preparation, including field practice or the equivalent
- Holders of any of the other Health Services Credentials, such as the school physician, dentist, dental hygienist, optometrist, clinical psychologist, and psychiatric social worker, **do not** meet this requirement.

Administrative Services Clear Induction Program
The Commission approved new standards for candidate preparation for the second tier of California's Administrative Services Credential in February 2014. The new standards require completion of a two-year induction program for candidates who hold preliminary Administrative Services Credential, a program of professional learning and development that is site-based and job embedded. Candidates issued their initial preliminary Administrative Services Credential effective July 1, 2015, or later must complete an Administrative Services Clear Induction program for the clear Administrative Services Credential. *The last date to admit candidates into a clear standards or guidelines-based program under the 2001 standards was June 30, 2015, and candidates must complete those programs by June 30, 2017.*

Administrative Experience (to Earn a Clear Credential)
Two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential. Verification of experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.

Valid Preliminary Administrative Services Credential

For the purposes of the Administrative Services Credential, the term "valid" means that the holder met the requirements to have held the preliminary credential which afforded the individual the opportunity to gain the necessary experience and to complete academic requirements to earn the clear credential. It does not mean that the document must be active date wise when applying for the clear credential.

Reference: California Education Code 44270, 44270.5; Title 5, California Code of Regulations 80054

The California Commission on Teacher Credentialing (CTC) has developed the California Administrator Performance Assessment (CalAPA) to measure students' mastery of selected California Administrator Performance Expectations (CAPE). The exam is made up of three cycles, each cycle focusing on a different skill set required for successful school leadership. The cycles are as follows:

Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Leadership Cycle 2: Facilitating Communities of Practice

Leadership Cycle 3: Supporting Teacher Growth

CalAPA - Overview of Leadership Cycles and Rubrics

Students accepted and matriculated into the Education Administration program on or after June 1, 2019, must take and pass all three cycles of the CalAPA prior to completing the program and to become eligible for recommendation for credentials. The Education Administration program curriculum has been designed, in part, to help students prepare for and be successful in taking the CalAPA. Students will take CalAPA cycles as part of their work in Leadership Labs, in conjunction with supporting coursework. While the program will support students in CalAPA preparation, students are solely responsible for completing CalAPA registration and paying for each cycle of the test. If a student does not pass one or more cycles of the CalAPA, the student will meet with a designated program faculty member to review the graded results, identify areas of improvement, and create a remediation plan tailored to the student's specific improvement needs.

Students who have been recommended for an administrative appointment in a district prior to the completion of the program may be eligible for an administrative internship with the permission of the Program Coordinator or their designee.

California Department of Education (CDE) Standards and Frameworks

• Content Standards (K–12)
• Curriculum Frameworks & Instructional Materials
• Expanded View of the ELA/ELD Framework Resources

California Commission on Teacher Credentialing (CTC) Standards and Performance Expectations

• California Administrator Performance Expectations (CAPE)
• California Standards for the Teaching Profession (CSTP)