Education Preparation for Equity, Inclusion, and Social Justice

Administrative Services Credential
Program Candidate Handbook 2019-2020

Mary Ann Dewan, Ph. D,
County Superintendent of Schools
Welcome Message

The Santa Clara County Office of Education (SCCOE) Credentialing Programs faculty and staff are looking forward to working with you as you fulfill your professional and educational goals. We are also very excited to offer programs that reflect inclusive practices for all children and build your capacity to actively perform your duties using the principles and the core values of Equity and Social Justice.

The Education Preparation for Inclusive Classrooms (EPIC) program began in 2015 and offers the Preliminary Early Childhood Special Education and Moderate to Severe Disability credentials. We also support teachers in obtaining their Clear credential in Mild to Moderate, Moderate to Severe and Early Childhood Special Education.

The Leaders in Education Administration Program (LEAP) offers coursework leading to the Administrative Services Credential for both preliminary and clear credentials. LEAP at SCCOE has been in existence for over a decade.

We are committed to your success and to providing you with a quality educational experience that will build not only your technical skills as a teacher and leader, but will also emphasize the relational skills necessary to impact school change and outcomes for our students.

Congratulations on starting your journey with us! We are privileged to work with you and know the knowledge of equity and inclusive practices you gain from our program will make a difference in the lives of your future students and their families.

Sincerely,

Adora Fisher
Director of Credentialing Programs

MAK Kegelmeyer
Assistant Director of Credentialing Programs

Program Information available  https://www.sccoe.org/educator-preparation-programs/Pages/default.aspx
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Our Mission Statement

The Santa Clara County Office of Education is committed to serving, inspiring, and promoting student and public school success.

Our Goals

- Improve student equity and access to high quality education
- Provide quality support to districts, schools, students and communities
- Be a premier service organization
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Leaders in Educational Administration

Program Description

Education Preparation for Equity, Inclusion, and Social Justice

The SCCOE Preliminary Administrative Services Program (PASC), is grounded in three dimensions: 1) Scholarship which consists of collection, analysis and utilization of data to improve performance; 2) Theory which incorporates the foundational principals of leadership such as organizational culture, communities of professional learning, systems thinking and adult learning theory; and 3) Practice which is the application, in the field, of the learned knowledge and skills.

Mission

The mission of the LEAP program is to prepare educational leaders to transform California schools, with particular emphasis on high priority, under performing schools and schools that experience high turnover of formal school leaders. The core elements of the LEAP program reflect this mission. The program includes a carefully developed curriculum which integrates course work, and field experiences and is designed for participants to demonstrate the ability to:

- Facilitate the development and implementation of a shared vision of learning and growth for all students
- Build and sustain a positive school culture focused on continuous improvement of teaching and learning, implementing a model of communities of practice
- Ensure safe, effective and equitable learning environments
- Create culturally proficient and responsive schools
- Motivate teacher growth, equity awareness and build leadership capacity
- Demonstrate the connection of school and community to a larger context

The LEAP PASC program is based in transformative learning theory as a means to provide applicable task-oriented and program solving opportunities for candidates to earn their preliminary administrative credential (Thompson, 2013). The program design reflects the belief that the best learning is job-embedded (Davis and Darling-Hammond, 2012). In addition to the required standards-based course work, all students will be responsible for creating an ePortfolio and for completing a Fieldwork project. The ePortfolio is a digital document that captures perspectives, reflections and evidence of student learnings.

Program Learning Outcomes

We deliver a cohesive and comprehensive curriculum which integrates coursework and field experiences based on the six standards of the California Professional Standards for Educational Leaders (CPSEL). These standards are now aligned to the California Administrator Performance Standards (CAPE). (See Appendix)
California Administrative Preliminary Expectations

**Standard 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION**
Course: Visionary Leadership  
Course Description: Visionary Leadership instructs participants on how to facilitate the development and implementation of a shared vision of learning and growth of all students. Program participants will learn how to shape a collective vision using multiple measures of data and focusing on equitable access, opportunities, and outcomes for all students. Participants will learn how to engage others in collaborative processes to develop a shared vision of teaching and learning, and will then learn how to guide and monitor decisions and outcomes using that shared vision.

**Standard 2: INSTRUCTIONAL LEADERSHIP**
Course: Instructional Leadership  
Course Description: Shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth. Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

**Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT**
Course: Professional Learning  
Course Description: Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.

**Standard 4: FAMILY AND COMMUNITY ENGAGEMENT**
Course: Facilitating Teacher Growth  
Course Description: Aspiring leaders will learn to facilitate teacher growth through coaching, evaluating and provide feedback to teachers to improve instructional practice. Aspiring leaders will understand and distinguish between coaching and evaluation. Aspiring leaders will learn facilitation, consultation, and mediation/problem solving skills.

**Standard 5: ETHICS AND INTEGRITY**  
Course: Management, Learning Environment, and Ethics  
Course Description: The Management, Learning Environment & Ethics course teaches aspiring leaders the importance of modeling and behaving in ways that demonstrate professionalism, ethics, integrity, justice, and equity to cultivate a safe and productive learning and working environment. This course addresses a variety of management and learning environment elements including: operations and facilities, plans and procedures; school and district climate; and fiscal and human resources. Participants learn ethical decision-making strategies that will help identify personal and institutional biases that derive from educational disadvantage and/or discrimination. Participants will also learn reflective practice in order to continuously improve and be up-to-date with educational research, literature, and best practices.

**Standard 6: EXTERNAL CONTEXT AND POLICY**
Course: Education, Policy, Systems & Leadership  
Course Description: Education Policy, Systems, and Community Leadership provides candidates an overview of the role of educational leaders in influencing political, social, economic, legal and cultural contexts affecting education. This course will address how leaders develop greater public understanding of education policy and how leaders use their understanding of social, cultural,
economic, and political contexts to shape policies so every student graduates ready for college and career. Additionally, participants will learn how to successfully engage with governing board, district, local leaders and the broader community to influence policies that benefit students and support the improvement of teaching and learning.

Our program is designed for candidates to demonstrate the ability to:

- Facilitate a shared vision of learning focused on social justice and equity
- Build and sustain a positive school culture focused on teaching and learning
- Ensure a safe and effective learning environment
- Create culturally proficient and responsive schools
- Develop professional leadership capacity focused on social justice
- Demonstrate the connection of school success to a larger context

**Accreditation**
LEAP is approved and accredited by the California Commission on Teacher Credentialing (CTC). We were reviewed by CTC in spring of 2016 and received accreditation to 2023.

**Credentialing Programs Advisory Board**
An Advisory Board made up of faculty members, community members, program graduates and staff meet quarterly to receive updates of our SCCOE Credentialing Programs and provide input to staff in implementation. The Advisory Board also reviews course and program surveys to provide guidance and monitoring in meeting CTC requirements. If you are interested in serving on the Advisory Board, please contact the director.
California Preliminary Administrative Services Credential

CTC document: https://www.ctc.ca.gov/credentials/req-services

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 professional clear credential is issued when all credential requirements have been completed.

To obtain a preliminary credential, participants must meet and satisfy the following requirements:

1. Possess one of the following:
   a. A valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
   b. A valid California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree
   c. A valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a program of professional preparation, including field practice or equivalent

2. Complete one of the following:
   a. A Commission-approved program of specialized and professional preparation in administrative services which results in the formal recommendation of the program sponsor LEAP.
   b. A one-year administrative services internship consisting of supervised in-service training taken through a California college or university with an approved internship program and obtain the recommendation of a California college or university with a Commission-approved program
   c. Achieve a passing score on the California Preliminary Administrators Credential Examination.

3. Pass the California Basic Education Skills Test (CBEST)

4. Complete a minimum of four years of successful teaching (full-time) experience in the public schools or private schools of equivalent status.

5. Verify employment in an administrative position on form CL-777. An individual who has completed requirements 1-4 above but does not have an offer of employment as an administrator may apply for a Certificate of Eligibility.

The preliminary credential is valid five years from the date of issuance. However, the Administrative Services Credential is limited by the expiration date of the prerequisite credential. It will expire with and may be renewed with the prerequisite credential during the preliminary period. By the end of the five-year preliminary period, the holder must meet the requirements for the professional clear credential.
The **Leaders in Education Administration Program - LEAP** Preliminary Administrative Services Credential (PASC Tier I) experience builds the capacity of instructional leaders to improve teaching and learning so that each and every student meets or exceeds standards.

**Phases of Preliminary Administrative Services Credential Program**

The PASC credential leads to a certificate of eligibility, or preliminary administrative services credential. PASC candidates will engage in a 11-month program that requires coursework, outside of class fieldwork experiences, assessment and concludes with an evaluation of a portfolio. A Fieldwork supervisor will be provided to each candidate as they advance through the program and into their administrative career.

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**PHASE 1: Admission Requirements**
- Application (online)
- Letter of Intent
- Letter of Recommendation
- Verification of Eligibility
- Analysis of application materials

**PHASE 2: Program/Curriculum Progression**
- Six face-to-face courses (50% of program)
- Fieldwork experience with Supervisor (50% of program)

**PHASE 3: Program Completion**
- Completion of all required coursework, fieldwork, and portfolio
PHASE 1: Admissions Requirements
Submission of application materials by eligible participants are to include:

- Application (online)
- Letter of Intent
- Letter of Recommendation from candidate’s administrator/supervisor
- Verification of Eligibility
  - Valid California credential
  - A minimum of four years teaching experience or equivalent
- Analysis of application materials.

PHASE 2: Progression through the Program/Curriculum
Participates in face-to-face coursework that is grounded in the California Administrator Performance Expectations (CAPE) and align with California Professional Standards for Education Leaders (CPSEL). Working in cohort groups, students will collaboratively explore literature, theories, and the application of these standards. Each course is six to eight weeks in length, 3 1/2 hours per class one evening per week. (Saturday courses are three to four Saturdays in length 7 hours each class.)

- EDA 631 - Visionary Leadership
- EDA 632 - Professional Learning
- EDA 633 – Instructional Leadership
- EDA 634 – Facilitating Teacher Growth
- EDA 635 – Management Learning Environment and Ethics
- EDA 636 – Education Policy, Systems and Community Leadership

Fieldwork experiences will account for the remainder of the program. The experiences will be focused on teaching and learning, and school improvement leadership

PHASE 3: Completion
- Participants are expected to enroll during consecutive quarters. (Extensions may be granted for specific circumstances).
- Successful completion of the required LEAP PASC - coursework and signature projects.
- Successful completion of fieldwork, ePortfolio, and CalAPA.

Equity Principled Leadership

By design, the administrative services preparation program provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments.

Equity is the solution where educational leaders identify and eliminate systemic barriers (instructional, policies, practices, perceptions), that prevent students access to a full educational experience, that can be measured through various educational outcomes.

Equity Principled Leadership is defined as follows:
Restorative and just, knowledge, skills and actions, applied to culturally and racially diverse educational communities to create inclusive, nondiscriminatory environments for adults and students.
Course Competencies

Course assessment methods will be created by the instructors of each course and will follow normal expected graduate-level assessments.

Participants will complete an ePortfolio, which will consist of signature assignments from each course, self-assessment on progress toward each standard, and evidence of completion of fieldwork.

Participants will participate in fieldwork projects. Fieldwork assignments are common across the program. Fieldwork will be supported by an assigned fieldwork supervisor through an investigate, plan, act, reflect process, and evidence of completion of fieldwork assignments will be uploaded into an ePortfolio on the Canvas learning management system. ePortfolio will be scored in the spring. Completion of the program is dependent upon a completed ePortfolio with a passing score.

Signature assignments are required at the end of each course and the requirements are identified on each course syllabus. In addition to being part of the course grade, signature assignments must be uploaded into the student’s ePortfolio and will be considered part of a completed ePortfolio at the end of the course. If a signature assignment is missing from the ePortfolio, the student will not be considered for program completion until all signature assignments are accounted for in the student’s ePortfolio.

CANVAS (Learning Management System)

Class materials, resources, and assignment for each course, including fieldwork are housed in CANVAS. This includes fieldwork assignments, course syllabi and assignments, calendars of due dates, a message inbox, and gradebook. Students will submit assigned coursework and fieldwork and correspond with instructors and other course participants within Canvas.

Each participant will be guided to create a SCCOE Canvas account with a secure password to access the materials and assignments during orientation.

It is the responsibility of the student to check course requirements, notifications and review the assignments in CANVAS.

Fieldwork and Portfolio Overview

The administrator at a school site has numerous responsibilities that lead to the improvement of student performance. By gaining the necessary skills, attitudes, and behaviors as outlined in the California Administrative Performance Expectations (CAPEs), students have the best opportunity to meet the expectations of high standards for student learning while achieving the mission and vision of the district. Inherent in these standards is a strong commitment to cultural diversity.

Fieldwork Objectives

Fieldwork is intended to:

- Provide candidates with hands-on experiences under the guidance of the Fieldwork supervisor
- Provide candidates a school-based and/or district-level context in which to develop leadership knowledge and skills
- Provide opportunities for the candidate to demonstrate competence in the California Content Standards and make connections between theory and practice
• Link academic coursework to authentic, practical leadership experiences in the field
• Provide support for the California Administrative Performance Assessment (CALAPA)

**Components of Fieldwork and the ePortfolio**

• Demonstrate evidence of your ability to develop and implement an equitable school vision
• Provide evidence of collaboration that shows how you have collaborated with others to meet the educational needs of all students
• Apply a model of investigate, plan, act, reflect to identify a problem of practice and develop a plan to address the identified area of need.

The ePortfolio is a digital space that captures perspectives and evidence of student learning. The purpose of the ePortfolio is to provide you with the opportunity to think about your coursework and derive meaning from decisions made and actions completed. The portfolio is designed to have you present your course experiences and to receive feedback from your instructors, fieldwork supervisors, and classmates in a manner that expands your thinking and learning. This is a requirement for all students and is viewed as a significant part of LEAP.

The ePortfolio will require you to upload the following activities completed with the support of your fieldwork supervisor and course instructor:

- **Assessment of Proficiencies Pre and Post**
- A one page bio and brief description of your current school context as you see it
- A current resume
- **EDA 631: Visionary Leadership**
  Fieldwork Planning/Progress Update-Begin comprehensive investigation of the context at your school site/district
  Course signature assignment

- **EDA 633: Professional Learning**
  Fieldwork Planning/Progress Update-Facilitate community of practice meetings, with agendas, minutes etc. and a narrative of group learning process
  Course signature assignment

- **EDA 633: Instructional Leadership**
  Fieldwork Planning/Progress Update-Comprehensive summary of the context at your school site and a plan for a community of practice around a specific problem of practice
  Course signature assignment

- **EDA 634: Facilitating Teacher Growth**
  Course signature assignment

- **EDA 635: Professional Learning and Ethics**
  Fieldwork Planning/Progress Update-Narrative of an improvement planning review and analysis, a one year improvement plan around a problem of practice and a reflective summary of the project
  Course signature assignment

- **EDA 636: Education, Politics, and Systems**
  - Course signature assignment
Written Assignments
As a leader it is important to develop professional communication habits including writing for different audiences. The courses you are taking are graduate level courses. It is an expectation that written assignments citing research will be written in a scholarly fashion and meet APA style format guidelines. APA style guide and information will be posted in CANVAS to support you. Your course instructors will also provide support in class. All written assignments must be typed using appropriate spacing, font size and margins. Work must be submitted free of grammatical errors, spelling polished and publish-ready.
Program Information

CAESAR
https://caesar.sccoe.org/

The department uses the Credential Application, Enrollment and Student Admission Records (CAESAR) online program to maintain your information. Please make sure you remember your login and password information to access information and to keep your information current. Please keep your personal contact information current under Profile Settings. This includes employment, medical and emergency information. Tuition and fees are to be paid through CAESAR. Grades from the CANVAS system are transferred to CAESAR.

Tuition and Tuition Policies
Candidates are charged tuition at the rate specified for the year of program entry.

- All tuition payments must be received by date posted on fee schedule.
- Faculty may not accept tuition payments
- Payments are to be made in CAESAR using a credit or debit card. You may write a check to SCCOE /LEAP. Please know that if you choose to pay by check, this may delay processing through the bank. We do not accept cash.
- A late fee of $75 will be charged if received after the due date.
- If payment has not been made in two weeks after the due date, students will be dropped from the course.
- All payments should be made through Caesar at caesar.sccoe.org.
- Tuition Refund Policy
  - Refunds are not available on application fees, deposits or once classes have began.
  - LEAP makes every effort to keep costs to a minimum. Fees listed in published schedules or student accounts may need to be increased in order to assure ongoing program improvement, meet changing CTC requirements, and keep in line with comparable program expectations. Therefore, Leap must reverse the right, even after the fees are initially charged or initial payments are made, to increase or modify any listed fees
- Tuition and fees are subject to change until the date when instruction for a particular course has begun. All LEAP listed fees be regarded as estimates that are subject to change.

Coursework
The LEAP credentialing program hires faculty to deliver instruction and monitor candidates’ academic progress. Candidates are enrolled in a cohort and take classes over a 11-month period of time. All candidates are required to come prepared for class each night with a laptop or tablet to access course materials. The program is not responsible for lost, stolen, or damaged electronic devices.

Candidates must successfully complete the coursework and fieldwork and demonstrate growth towards meeting the California Administrative Performance Assessments (CAPEs) and the California Professional Standards for Educational Leadership (CPSELS) as well as other requirements of the
Commission on Teacher Credentialing (CTC) to be recommended for the Preliminary Services Administrative Credential.

Class Attendance
A core concept of the program is the contribution of individual candidates and that of the collective cohort. In addition to learning content, and so that they may contribute insight, experience, and reflection, candidates must attend each class meeting. To reflect the importance of attendance and participation, a separate component of each class grade is class attendance. Prompt attendance will have a direct impact on learning, performance, and grades. If a candidate must miss a class due to illness, etc., the candidate must contact the faculty prior to not attending class.

Should an unforeseen event (family emergency, illness, etc.) occur, contact the instructor AND program administrator immediately. Each absence will be handled on a case-by-case basis. With your instructor you will determine which cohort you will attend to make-up the missed class. This could mean attending one full-day on Saturday or two night sessions on Tuesday, Wednesday, or Thursday. When this is not possible a 5-7 page research paper may be assigned or you will have to retake the class the following year.

Each faculty member will implement the attendance policy understanding that: (1) attendance is a priority, and (2) the second absence may result in dismissal from class. A consistent problem with attendance may result in dismissal from the program.

Evaluation of Candidate Performance
Self-evaluation of candidate performance will be implemented twice a year. Once in the fall at least 90 days after the start of the program and again at the end of the year after the final course is completed. In addition fieldwork supervisors and instructors will monitor and evaluate candidate performance based on the grading scale.

Grading Policies
All courses are expected to be completed at mastery level. Faculty is solely responsible for the determination of course grades and grading criteria needs to be clearly defined on the course syllabus, including the effect of attendance on the final course grade.

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<th>Grades</th>
<th>Minimum Score</th>
<th>Grade-Point Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>90%</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>87%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Anything Below B is not acceptable

Grade A Outstanding knowledge and application of course content; assignments turned in on time and reflect professionalism, effort and application above and beyond minimum course requirements.
Grade B    Good knowledge and application of course content, assignments reflect professionalism, effort and application of course requirements.

Grade B- & Below    Failure; course will need to be retaken and Candidate will be placed on academic probation.  (Does not meet standards)

Grade I    Incomplete (see information below)

A = EXCELLENT
• Prepares thorough and exceptional assignments, handouts, visuals, etc.
• Completes all assigned readings and summaries as assigned
• Completes all assignments on-time
• Participates in all group in-class exercises; takes leadership role
• Demonstrates work beyond the minimum requirements
• Assignments show extra effort
• On-time and no unexcused absences

B = ABOVE AVERAGE
• Prepares assignments, handouts, visuals above minimum standards
• Completes all assigned readings and summaries
• Completes all assignments on-time
• Participates in class group exercises
• On-time and no unexcused absences

B and below = anything below a B, candidates will have to retake the course

Incomplete Course Grade
When a candidate fails to complete any component of LEAP PASC Credentialing Program successfully, the Program Administrator will review progress and determine corrective action. All coursework must meet standards and be completed before the end of the program year. If the candidate must repeat the class that following year, with another cohort, it will be at his/her own expense. If a student is still deemed unsuccessful, following corrective action, they will be asked to resign from the LEAP Credentialing Program.

Evaluation of Program
Ongoing program evaluation is an integral part of the Leaders in Education Administration Program. Surveys are administered to students and participating districts to collect data on program quality and effectiveness. The evaluation forms and surveys are reviewed by the program leadership and the Credentialing Programs Advisory Board to provide information for continuous improvement to the program. Additionally, the ePortfolio, and fieldwork, will be reviewed, using formal and informal assessments. From the feedback, surveys, and evaluation forms, adjustments and updates to materials will be made accordingly.
Candidate Information

Acts of Dishonesty
All candidates are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, falsification of records or documents, personal misrepresentation, theft, and evasion of program financial obligations will not be tolerated and may end in dismissal from the program.

ADA Accommodations
Students with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the student must provide Program Administrators with documentation that describes the specific disability (i.e. psychologist, physician, or educational diagnostician). Students with disabilities should contact Program Administration to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made.

An Individualized Education Plan (IEP) is created for candidates with special needs in collaboration between and among the candidate, the Field Work Supervisor and the Administrator of the program. Special needs may include physical disabilities or a learning disability.

Building Access
There are no “in/out” privileges at the SCCOE before 7:30 am and after 5 pm. The building will be locked by 5 pm, so Candidates should plan to be in the building by 4:45 pm. There is usually a security guard at the front desk after 5 pm. If there is no security guard, candidates will need to call the classroom for access into the building. There is a phone in the entry of the building, just outside the door of the front lobby for candidates who come to class after 5 pm. They will need to call their respective classrooms and request to be let in.

Ethical Principles Professional Responsibilities – Code of Conduct
Candidates participating in the LEAP shall adhere to the American Association of School Administrators professional ethical principles.

The educational leader:
- Makes the education and well-being of students the fundamental value of all decision making.
- Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
- Supports the principle of due process and protects the civil and human rights of all individuals.
- Implements local, state and national laws.
- Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
- Avoids using his/her position for personal gain through political, social, religious, and economic or other influences.
- Accepts academic degrees or professional certification only from accredited institutions.
• Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
• Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.
• Accepts responsibility and accountability for one’s own actions and behaviors.
• Commits to serving others above self.

Food in Classrooms
Although the cafeteria is closed to food service, there are vending machines available. Please be sure candidates clear the room and place all trash in the trash cans located in the room. Wipe tables as necessary please.

Grievance and Appeals Process
Should a student question program participation, program requirements, participation hours, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirement, the concern must be put in writing and a meeting will take place with the Credentialing Program Administrators. The meeting will be scheduled by the student with the Program Administrators to review and discuss concerns, and determine next steps. Another meeting may be scheduled to further discuss the situation. Following discussion and review of the concern with the Program Administration, a decision will be made regarding the grievance. The decision will be final and will be forwarded to the participant.

General Emergency Procedures
In the event of an emergency occurring during class time, candidates shall be required to stay with the class until directed otherwise by the Faculty. All candidates must have up-to-date Emergency Information on file with LEAP Administration in CAESAR.

Notification of Changes
It is the responsibility of the student to notify the Credentialing Programs Department Staff of changes in employment, work location, credential or changes in contact information. You must update this information in CAESAR.

Office Hours
Appointments will be available during regular business hours (8:00 a.m. to 5:00 p.m.) with LEAP Administration and can be scheduled by email or by phone. Faculty appointments are scheduled individually with each faculty member.

Parking
Parking is free and at the SCCOE.
SCCOE Board Policies
All program participants must adhere with Santa Clara County Office of Education Board Policies below:  http://www.sccoe.org/countyboard/Pages/Policies-and-Procedures.aspx

- Code of Conduct
- Emergency Procedures
- Equal Opportunity Employment
- Violence and Threats in the Workplace
- General Harassment Including Sexual Harassment
- Drug Free Workplace Awareness Policy
- Tobacco Free Environment Policy
- Uniform Complaint Procedure
- Controversial Issues
- Use of Copyrighted Materials

Program Completion
Once you have completed the requirements, the Credential Programs Department staff will provide you with a letter of verification which will allow you to apply for the Certificate of Eligibility (COE). The COE memorializes the fact that you have met the requirements for the administrative services credential, which never expires.

Once you are offered an administrative leadership position, will need to obtain CTC Form CL-777, Verification of employment from your employer. You will then take this form to the county office in which you are employed, complete CTC Form 41-4 to apply for the Preliminary Administrative Services credential and pay the required fees. You will receive notification from CTC once the credential is processed. You may always check the website to review the status of your credentials: https://www.ctc.ca.gov/

It is recommended that you begin the Clear Induction Program as soon as you begin your first administrative position to support you with coaching. LEAP also offers the Clear Administrative Services Credential (CASC) Induction program.
Santa Clara County Office of Education
Flow Chart for Preliminary Admin Services Credential Candidates

Completion of LEAP Preliminary Services Administrative Program
Letter of Verification from SCCOE Credentialing Programs Department is provided to participant

Teaching Position after completing PASC Program
Apply for Certificate of Eligibility (never expires)
Take Letter of Verification on completion of PASC program to county office of employment. You will apply for a Certificate of Eligibility.
You may not work in an administration position with only a Certificate of Eligibility.

When you apply and are hired as an Administrator, you must apply for Preliminary Administrative Services Credential:
• Complete CTC Form CL777 Verification of Employment as an administrator, Form 41-4 to apply for Preliminary Credential and pay fees at County Office in which you are employed
• You will be issued a Temporary County Certificate
• Give copy of Temporary Certificate to your employer (HR department)

Hired as an Administrator after completing PASC Program
Apply for Preliminary Administrative Service Credential and pay fees at county in which you are employed
• Complete CTC Form CL777 Verification of Employment as an administrator. Form 41-4 to apply for Preliminary Credential and pay fees at County Office in which you are employed.
• You will be issued a Temporary County Certificate
• Give copy of Temporary Certificate to your employer (HR department)

Preliminary Admin Services Credential
Upon notification from CTC, provide copy of credential to employer (check CTC website within 3-4 months)
Note: The Preliminary Credential is limited by the expiration date of your prerequisite credential. You may file for an extension if needed.

Enroll in CASC Clear Induction Program within the five years and BEFORE your Preliminary Admin Services expires
National University and SCCOE Partnership

Master’s of Science - Applied School Leadership

As a part of your admittance to the LEAP PASC program, participants have the wonderful opportunity to earn their Master’s of Science in Applied School Leadership through a unique partnership between National University and Santa Clara County Office of Education. This is a completely optional opportunity and is not required for LEAP PASC program participants.

This program is designed for students who are committed to improving their education and who are interested in advancing their careers by becoming school site or district administrators.

Students who wish to obtain a M.S. in Applied School Leadership with National University can continue in the program by completing the following courses after they have completed the six PASC courses in LEAP, but must be enrolled in the program prior to the start of their first LEAP PASC class:

- EDA 617 – Philosophy and Leadership
- EDA 618 – School Law and Ethics
- EDA 619 – Financial Leadership
- EDA 650 – Ethics and School Leadership
- ILD 625 – Research in Education
- EDA 694 – Thesis (prerequisite ILD 625 and an undergraduate degree)
  OR EDA 637 – Action Research (prerequisite ILD 625)

Master’s Program Learning Outcomes

1. Develop a personal vision of education that includes reflection with colleagues and school stakeholders.
2. Implement a shared vision that places student and adult learning at the center of instructional leadership.
3. Establish high expectations and standards for the academic and social development of all students and adult stakeholders.
4. Devise effective communication systems that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.
5. Create consensus among the diverse constituencies in the school and community.
6. Critically analyze a topic related to educational leadership through the lens of a researcher.

Since separate admission to National University for the Master's Degree Program is required, interested students wanting to pursue this Degree should contact an admissions advisor for admission to National University at (408) 236-1100. You must be enrolled in the Master's Degree Program prior to the first day of your first LEAP class in order to be accepted into the program for the 2019-2020 school year. The National University Learning Center is near Santana Row at 3031 Tisch Way, 100 Plaza East, San Jose, CA 95128.
Person Centered Language

Attached is a handout on the use of Person First Language which is an excellent rule of thumb: When in doubt, put the word person first, particularly when referring to people with disabilities. But identity is complex and there are always exceptions. Like the My Name, My Identity Campaign, the best thing to do is to remember that everyone has the right to define themselves in whatever way feels best and most authentic to them.

We can all agree that you generally shouldn’t use a disability, a condition, a diagnosis, or even an identity as the only way to describe a person because it can dehumanize people by using an aspect of themselves as a stand-in for their personhood.

Person-first language set out to assure that we don’t demean, dehumanize, or stigmatize people by way of the language you use to describe them. Person-centered language builds on person-first language and folds in personal identity. It reminds us that the point is to put the actual person first—to remember that all people are people and should be treated as the first and foremost experts on themselves.

So What Term Should Be Used??
How can I refer generally to a group of people who don’t all use the same words?”

The answer is that there’s no simple or quick fix. Instead of seeking the perfect phrase that will avoid offense, we have to be willing to explore what will create the most respect and care in any particular situation. Here are some best practices:

- **Be clear:** Sometimes we use broad language when more specific words would be better, and vice versa. For example, if your context is wheelchair-accessible ramps, you can say “people with limited mobility” rather than “disabled people.”

- **Be creative:** You don’t need to find a single word or term. You can say things like “autistic people and people with autism” and explain why you are doing so.

- **Be humble:** If you feel reactive, defensive, or anxious, explore your feelings and consider how you can work to fully respect folks who use different language than you do.

- **Be respectful:** Remember that the point is to care about the people you are referring to and honor their personhood and agency.

- **Be curious:** Consult different sources, particularly groups and organizations led by the folks you’re referring to, to see what language they use and why.

There is no one “correct” answer. The invitation of person-centered language is to value a caring and complicated approach rather than searching for a pat solution.

Adapted from
https://radicalcopyeditor.com/2017/07/03/person-centered-language/
http://www.tcdd.texas.gov/resources/people-first-language/
https://www.mynamemyidentity.org/
A Pledge of Respect for Students with Disabilities

All students, especially students with disabilities, have the right to dignity and respect. The Americans with Disabilities Act states that “Americans with disabilities… are entitled to the same rights and freedoms as everybody else: a right to belong and participate fully in the American experience; a right to dignity and respect in the workplace and beyond…” Students with disabilities have a right to be respected as a whole person and not be judged by just their disability.

To ensure this right of respect, I will use respectful language in the form of person-first terminology in my communications. I pledge to:

- Place the student first before the disability
  - A child with autism, instead of an autistic child
- Place groups of students first before the disability
  - Students in special education, instead of special education students
- Use respectful terms when referring to peer groups
  - Students without disabilities instead of typical students
- Model back person-first terminology when others do not use it
  - When someone says, “special education students…” just continue the conversation by modeling back, “yes… students in special education…”
- Inform others about person-first terminology
  - Remember that changing the way we speak is a process and takes time

For more information about person-first terminology, please contact the Inclusion Collaborative at (408) 453-6756 or visit www.inclusioncollaborative.org
LEAP and the entire Credentialing Programs Department is committed to the MY NAME, MY IDENTITY Campaign. The campaign—a partnership between the National Association for Bilingual Education, the Santa Clara, Calif., County Office of Education, and the California Association for Bilingual Education—focuses on the fact that a name is more than just a name: It's one of the first things children recognize, one of the first words they learn to say, it's how the world identifies them.

This Campaign asks “What does your name mean to you, your family, and the rest of the world?” Since each of us is unique, our name is tied to our identity. We would not wish to have our names changed or mispronounced. If you believe that all students have the right to be called by the names that represent their identity and culture, begin by asking them how they would like their names to be pronounced. As a program and as a global citizen we collectively agree to respect students’ names.

As our world becomes increasingly connected, cross-cultural communication increases. We interact with more people from diverse backgrounds and experiences, many with different languages and ethnicities. Having the ability to effectively communicate with others who are different from ourselves opens up possibilities for deeper understanding and friendship based on mutual respect. It is also an essential skill in the 21st century.

School is a community, which prepares our students to succeed in the global world. To be an effective member of this global world, we can model respect for each other in the school community by learning about each other’s stories, our unique names, and their proper pronunciations.

Please join SCCOE, EPIC and the Department and take the pledge today at https://www.mynamemyidentity.org/campaign/pledge

More about SCCOE’s partnership in this campaign can be read at http://www.edweek.org/ew/articles/2016/05/11/mispronouncing-students-names-a-slight-that-can.html?tkn=SVSFOIrffkxn631aaSY84UPCO4qIfNXxSnw&intc=es
California Administrator Performance Expectations (CAPE)

**Category A: Visionary Leadership (CAEs a1-A20)**

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

**Category B: Instructional Leadership (CAEs B1-B3)**

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

**Category C: School Improvement Leadership (CAEs C1-C9)**

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

**Category D: Professional Learning and Growth Leadership (CAEs D1-D11)**

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

**Category E: Organizational and Systems Leadership (CAEs E1-E27)**

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

**Category F: Community Leadership (CACEs F1-F10)**

CAPE 19: Representing and Promoting the School’s Accomplishments and Needs to the LEA and the Public
CAPE 20: Involving the Community in Helping Achieve the School’s Vision and Goals
CAPE and CPSEL Alignment Document from CTC
### Appendix D: California Administrator Performance Expectations (CAPE) Alignment with the California Professional Standards for Educational Leaders (CPSEL)

<table>
<thead>
<tr>
<th>CAPE</th>
<th>CPSEL Elements and Example Indicators</th>
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</table>
| **1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION**  <br>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 learner.  
6. Communicate the school's vision of teaching and learning clearly to staff and stakeholders.  

1B: Developing Shared Vision  
Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.  
1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.  
1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.  
1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.  
1B-4 Align the vision and goals with local, state, and federal education laws and regulations.  

**1C: Vision Planning and Implementation** |

1A: Student-Centered Vision  
Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.  
1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.  
1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.  
1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.  
1A-4 Emphasize the expectation that all students will meet content and performance standards.  

Commission on Teacher Credentialing  
Administrative Services Credentials  
Handbook Revised  
July 2017
## Alignment of CAPE and CPSEL

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<td>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.</td>
<td>Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</td>
</tr>
<tr>
<td>2. Use effective strategies for communicating with all stakeholders about the shared vision and goals.</td>
<td>1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.</td>
</tr>
<tr>
<td>3. Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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

#### 2A: Professional Learning Culture

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*Commission on Teacher Credentialing*
*Administrative Services Credentials*  
*Handbook Revised*  
*July 2017*
## Alignment of CAPE and CPSEL

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<td>improve the school, staff, student learning, and student safety and well being. During preliminary preparation, aspiring administrators learn how to:</td>
<td>Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.</td>
</tr>
<tr>
<td>1. Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.</td>
<td>2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL.</td>
<td>2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.</td>
</tr>
<tr>
<td>4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.</td>
<td>2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.</td>
</tr>
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### 2B: Promoting Effective Curriculum, Instruction, and Assessment

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

1. Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school’s vision and goals.
2. Establish and maintain high learning expectations for all students.
3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.
4. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.

### 2C: Assessment and Accountability

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

1. Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.
2. Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
## Alignment of CAPE and CPSEL

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<tr>
<td>5. Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.</td>
<td>2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.</td>
</tr>
<tr>
<td><strong>2C: Supporting Teachers to Improve Practice</strong></td>
<td>2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning.</td>
</tr>
<tr>
<td>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:</td>
<td>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.</td>
</tr>
<tr>
<td>1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.</td>
<td></td>
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<tr>
<td>2. Create and foster a culture of continuous improvement by employing strategies to encourage staff to be open to new ideas and motivated to learn and change.</td>
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<tr>
<td>3. Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.</td>
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<tr>
<td>4. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.</td>
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<tr>
<td><strong>2D: Feedback on Instruction</strong></td>
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<tr>
<td>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:</td>
<td></td>
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<tr>
<td>1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to</td>
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### Alignment of CAPE and CPSEL

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<td>help teachers improve instructional practices and foster positive learning environments.</td>
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<tr>
<td>2. Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.</td>
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<tr>
<td>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.</td>
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### 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.

**3A: Operations and Facilities**

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

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

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

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

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

**3B: Plans and Procedures**

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

**3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.**
## Alignment of CAPE and CPSEL

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<td><strong>3B: Managing Organizational Systems and Human Resources</strong>&lt;br&gt;New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, aspiring administrators learn how to:</td>
<td><strong>3B-2</strong> Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.&lt;br&gt;<strong>3B-3</strong> Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.&lt;br&gt;<strong>3B-4</strong> Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.</td>
</tr>
<tr>
<td>1. Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.</td>
<td><strong>3C: Climate</strong>&lt;br&gt;Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.&lt;br&gt;<strong>3C-1</strong> Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.&lt;br&gt;<strong>3C-2</strong> 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.&lt;br&gt;<strong>3C-3</strong> 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.</td>
</tr>
<tr>
<td>2. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.</td>
<td><strong>3D: Fiscal and Human Resources</strong>&lt;br&gt;Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.&lt;br&gt;<strong>3D-1</strong> Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.&lt;br&gt;<strong>3D-2</strong> Work with the district and school community to focus on both short and long-term fiscal management.&lt;br&gt;<strong>3D-3</strong> Actively direct staff hiring and placement to match staff capacity with student academic and support goals.</td>
</tr>
<tr>
<td>3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well being for all students.</td>
<td></td>
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<tr>
<td>4. Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.</td>
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## Alignment of CAPE and CPSEL

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| expenditures that support the school’s vision, goals, and improvement plans.  
3. Use various technologies related to financial management and business procedures.  
4. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures including financial record keeping and accounting. | 3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.  
3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.  
3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner. |

### 4: FAMILY AND COMMUNITY ENGAGEMENT

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

#### 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:

#### 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

1. Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
2. Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
3. Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
4. Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
5. Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

#### 4B: Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

1. Incorporate information about family and community expectations and needs into decision-making and activities.
### Alignment of CAPE and CPSEL

<table>
<thead>
<tr>
<th>CAPE</th>
<th>CPSEL Elements and Example Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.</td>
</tr>
</tbody>
</table>
| 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. | **4C: Community Resources and Services**
Leaders leverage and integrate community resources and services to meet the varied needs of all students.

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

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

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

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

### 5: ETHICS AND INTEGRITY

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

#### 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.

**5A: Reflective Practice**

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

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

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

5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
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<td>3. Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.</td>
<td>5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.</td>
</tr>
<tr>
<td>4. Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.</td>
<td>5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</td>
</tr>
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</table>

#### 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
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<td>the school community are treated equitably and with dignity and respect.</td>
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<tr>
<td>3. Use personal and professional ethics as a foundation for communicating the rationale for their actions.</td>
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### 6: EXTERNAL CONTEXT AND POLICY

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

#### 6A: Understanding and Communicating Policy

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

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

#### 6B: Representing and Promoting the School

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

1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
2. Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being.

#### 6A: Understanding and Communicating Policy

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

1. Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
2. Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.
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.
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.
5. Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

#### 6B: Professional Influence

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

1. Advocate for equity and adequacy in providing for students’ and families’ educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.
2. Support public policies and administrative procedures that provide for present and future needs of all students.
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<td>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.</td>
<td>children and families and improve equity and excellence in education.</td>
</tr>
<tr>
<td>4. Involve stakeholders in helping address the school’s challenges as well as sharing in its successes.</td>
<td>6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.</td>
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**6C: Policy Engagement**

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

- **6C-1** Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- **6C-2** Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
- **6C-3** Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.