DEPARTMENT OF EDUCATIONAL LEADERSHIP

Preliminary Administrative Services Credential Program

CALIFORNIA STATE UNIVERSITY EAST BAY

COURSE SYLLABUS



EDLD 695 (FALL 2023):

FIELDWORK PRACTICUM I

EDLD 696 (SPRING 2024):

FIELDWORK PRACTICUM II

COHORT LEADERS

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INTRODUCTION

Welcome aspiring school leaders to your fieldwork practicum! Our fieldwork practicum at CSUEB provides you opportunities to participate in real-world, job-embedded experiences that are critical to your success as a transformative and abolitionist educational leader. Every candidate for the Preliminary Administrative Services Credential (PASC) must participate in and complete all course activities for Fieldwork Practicum I in the Fall Semester and Fieldwork Practicum II in the Spring semester. You have both a CSUEB cohort leader and fieldwork coach to support you throughout this journey.

Last Revised 9/5/23

To guide your fieldwork, the California Commission on Teacher Credentialing (CTC) developed the California Administrator Performance Expectations (CAPEs) to assist pre-service educational leaders in their understandings of the six competency areas required for successful school leadership: (1) Development & Implementation 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.

Since there are **numerous details within each CAPE**, our approach to designing fieldwork experiences was to **prioritize** what we believed to be **high leverage areas** that could **relevantly** equip PASC candidates with **enough of an experience to continue** their leadership journey. Notably, **the *Formative CAPE Reflections, and six CAPE-based Fieldwork Activities*** are purposefully structured to assist PASC candidates with gaining a deeper understanding of the world of schooling. At the same time, fieldwork activities are not designed to address every component within each CAPE.

CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT (CalAPA)

It is important to know that California Commission on Teacher Credentialing (CTC) requires PASC candidates to successfully complete the California Administrator Performance Assessment (CalAPA) in order to receive your credential. There are three separate, job-embedded performance tasks that comprise the CalAPA: 1) Analyzing Data to Inform School Improvement and Promote Equity, 2) Facilitating Communities of Practice, and 3) Supporting Teacher Growth. All three must be submitted to the CTC for evaluation by certified assessors. For your fieldwork practicum, we have designed a way for four of the six CAPE-based Fieldwork Tasks to help with completing your CalAPA. Details are found in the performance task descriptions.

PRELIMINARY CREDENTIAL VS CERTIFICATE OF ELIGIBILITY

Once you complete the requirements of CSUEB's PASC program and pass the CalAPA, you will obtain **one of two** certifications, depending on your work situation. If you are already in or have an offer for a job that requires the PASC, you will immediately qualify for the credential. If that situation does not immediately apply, then upon completion of the program and CalAPA, you will receive a Certificate of Eligibility. The Certificate of Eligibility does not expire. When you do get a job that requires the PASC, notify the credentialing office at CSUEB who will work with you to apply for your preliminary credential.

FIELDWORK CENTRAL QUESTIONS

Our communal and collective work to support the cultivation of critical, courageous, and self-reflective scholar-practitioners aims to deepen your existing knowledge and experience base by exploring the central questions listed below. These central questions will act as the foci for our learning throughout the practicum

1. What kind of leader am I? What kind of leader do I want and need to become?

2. What principles, dispositions, practices, and skills guide the work of transformative, abolitionist leaders for social justice and equity?
3. In what ways have I been growing as a transformative, abolitionist leader for social justice and equity?
4. What opportunities and experiences are needed to help continue my growth as a transformative, abolitionist leader for social justice and equity?

PERFORMANCE TASK OVERVIEW

There are six performance task areas for the fieldwork practicum. This syllabus will lay out the details of each. The areas are listed below in the recommended sequence.

1. Formative CAPE Reflection
2. Beginning-of-year 3-way CAPE Candidate Inventory (to be done with PASC candidate, CSUEB coach, and the candidate's "mentor")
3. Fieldwork Activities for each of the 6 CAPEs (conducted throughout the year)*
    a. **There are six separate activities**. Three (CAPEs 1, 3, 5) activities will be conducted in the **Fall** and the remaining three (CAPEs 4, 6, 2) will be conducted in the **Spring**.
4. Summative CAPE Reflection
5. End-of-year 3-way CAPE Candidate Inventory (to be done with PASC candidate, CSUEB coach, and the candidate's "mentor")

GENERAL RESPONSIBILITIES

COHORT LEADER	FIELDWORK COACH	PASC CANDIDATE
❏ Support the coach-candidate relationship building. ❏ Support fieldwork and the completion of the CalAPA through the candidate's EDLD 600 and 610 courses. ❏ Assess the final submissions of candidate work.	❏ Meet monthly to discuss the candidate's fieldwork and leadership experiences, including the CalAPA. ❏ Manage the timeline of fieldwork experiences, processes, and assignments/performance tasks. ❏ Provide feedback on the candidate's fieldwork.	❏ Meet monthly with the coach to discuss the fieldwork and leadership experiences, including the CalAPA. ❏ Critically engage in the fieldwork as per the agreed upon timeline. ❏ Ask for, receive, and incorporate feedback from the coach.

SEQUENCE & RECOMMENDED TIMELINE

Candidates will submit performance tasks to their fieldwork coach first and make any recommended revisions before uploading to Blackboard for cohort leader review. Additional resources for performance tasks can be found in Blackboard.

EDLD 695 (Fall) Overview:

There are 5 fieldwork tasks to be conducted in the Fall semester:

TASK #	TASK NAME
1	Formative CAPE Reflection
2	Beginning-of-year 3-way CAPE Candidate Inventory
3	CAPE fieldwork task (CAPE 1: Development and Implementation of a Shared Vision)*
4	CAPE fieldwork task (CAPE 3: Management and Learning Environment)*
5	CAPE fieldwork task (CAPE 5: Reflective Practice, Ethics and Integrity)**

* Connected with CalAPA Cycle 1, Step 1 (Investigate)
** Connected with CalAPA Cycle 2, Step 1 (Investigate)

The following table outlines when each task should be completed. NOTE: Because these tasks are job-embedded, you may need to gain access to things outside of your control. Because of that, you may have to request extensions on some due dates. Please communicate with your coach and cohort leader accordingly.

WEEK #	TASK	DUE DATE
3-7	Meet with your coach Task 1: Formative CAPE Reflection Task 2: Beginning of Year Three-Way Meeting Begin discussing CAPE 4 (to be completed in Spring semester)	During Week 3 class. Upload the Formative CAPE Reflection to Canvas no later than 9/24/2023. Three-Way Meeting conducted no later than 10/15/23. Note: No upload to Canvas.
4-7	Task 3: CAPE 1 Fieldwork Task	Send to coach by 10/1 @11:30 PM Upload to Canvas no later than 10/8 @11:30 PM
8-11	Task 4: CAPE 3 Fieldwork Task	Send to coach by 10/29 @11:30 PM Upload to Canvas no later than 11/5 @11:30 PM

12-16	Task 5: CAPE 5 Fieldwork Task	Send to coach by 11/26 @11:30 PM Upload to Canvas no later than 12/3@11:30 PM

EDLD 696 (Spring) Overview:

There are 5 fieldwork activities to be conducted in the Spring semester.

TASK #	TASK NAME
1	CAPE fieldwork task (CAPE 4: Family Engagement)
2	CAPE fieldwork task (CAPE 6: External Context and Policy)
3	CAPE fieldwork task (CAPE 2: Instructional Leadership) *
4	Summative CAPE Reflection
5	End-of-year 3-way CAPE Candidate Inventory

*Connected with CalAPA Cycle 3 (all steps)

The following table outlines when each task should be completed. NOTE: Because these tasks are job-embedded, you may need to gain access to things outside of your control. Because of that, you may have to request extensions on some due dates. Please communicate with your coach and cohort leader accordingly.

WEEK #	TASK	DUE DATE
1-4	CAPE 4 Fieldwork Task	Send to coach by 2/18 @11:30 PM Upload to Canvas no later than 2/25 @11:30 PM
5-8	CAPE 6 Fieldwork Task	Send to coach by 3/17 @11:30 PM Upload to Canvas no later than 3/24 @11:30 PM
9-12	CAPE 2 Fieldwork Task	Send to coach by 4/21 @11:30 PM Upload to Canvas no later than 4/28 @11:30 PM

		NOTE: This task directly helps you complete your CalAPA cycle 3 (Supporting Teacher Growth). While the due date of this task is by week 12, it is HIGHLY advised that preparation for this begin within the first few weeks of the Spring.
13-16	Summative Reflection on CAPES 3-Way Inventory	Summative Reflection on CAPES due posted on Canvas no later than Week 14 (4/21/23) 3-Way Inventory conducted no later than Week 15 (4/28/23)

PERFORMANCE TASK DESCRIPTIONS

FALL SEMESTER (EDLD 695)

TASK 1: FORMATIVE CAPE REFLECTION

Part of how we will build our capacities to acquire/deepen the principles, dispositions, and practices that can guide our work as transformative leaders for social justice and equity is to pause and take stock of where we are today. That is, we will use the California Administrator Performance Expectations (CAPE) as a framework to critically self-reflect on your current understandings and skills. Your CAPE Formative Reflection serves as a performance task that will provide you an opportunity to reflect on your current understandings of the sociocultural context of education, thinking of the ways in which you have observed school/instructional leaders actualize *each* CAPE, and how, in your current position, you have gathered experiences and/or practiced *each* CAPE. Therefore, your personal formative CAPE insights serve as an opportunity for you to become cognizant of the foundational practices, experiences, skills, and dispositions you need to intentionally experience and develop in your fieldwork activities.

Each Preliminary Administrative Services Credential candidate must respond to **each** CAPE. Each CAPE requires a reflective narrative **discussion** on the items listed below. Write each CAPE reflection on a single document with a minimum of 500 words and no more than 1,000 words per CAPE. Use the name of each CAPE as a sub-heading in your document. **Please submit directly to Canvas; and share the assignment with your coaches to provide context for your leadership goals.**

1. INTERPRET: What is your current understanding (i.e., interpretation) of each CAPE?

2. CONNECT: What are your personal, values-centered connections with each CAPE as a principle, disposition, and/or practice?
3. OBSERVE: What leadership actions have you observed in practice by a school/district leader as well as yourself, where applicable?
4. SELF-REFLECT: Within each CAPE, what are your strengths and areas of growth?

TASK 2: BEGINNING-OF-THE- YEAR 3-WAY CANDIDATE INVENTORY

The 3-way Candidate Inventory is a collaborative meeting with the candidate, coach, and a school leader. The purposes of this beginning of the year meeting are to:

1. Communicate to the mentor the CTC requirements and needed areas of access for PASC students,
2. Discuss the ways that the candidate has demonstrated each CAPE,
3. Identify areas of strength and growth,
4. Identify opportunities, resources, and plans for the candidate to gain more experience in each CAPE, and
5. Discuss the access to school/district data needed for the candidate to meet the requirements for the California Administrator Performance Assessment (CalAPA).

TASK 3: CAPE 1 FIELDWORK

CAPE 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.

Fieldwork Objective:
Analyze the alignment of a school's espoused goals of equity, the school's actual practices, the structural and cultural conditions that contribute to school-based inequities and ways to include the school community in creating an equitable educational system. This task will inform your work on the California Administrator Performance Assessment (CalAPA) Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity.

Activities and Product to Submit:

1. Review the assessment guide for CalAPA cycle 1. Locate **and read** the school's articulated values-centered beliefs, such as the mission, vision, values, and core beliefs. You may use the district documents if the site does not have them.
2. After completing #1 and #2, **address steps #3 through #6 below.**
3. Analyze the ways in which the school's mission/vision/values align, and the ways these statements are reflected in the school site plan (SPSA, WASC, LCAP) and **budget.**
4. Discuss the degree to which **your site** plan and budget address achieving equitable outcomes for minoritized students/student groups in your school community and district. Discuss how

your site plan includes parents, community members, teachers, **students** and staff, and actualizes the school vision and mission.

5. Reflect on and discuss **all of the following:** the issues, challenges, perceived obstacles, and the structural and/or cultural conditions that your school confronts in fully actualizing their vision/mission/values.
6. How have your beliefs and learning about leadership for equity been shaped by your experience with this CAPE?

TASK 4: CAPE 3 FIELDWORK

CAPE 3: **Management and Learning Environment**
Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Fieldwork Objective:

Examine, surface, and critique how culture and climate are conceived of and manifested in empowering and/or oppressive ways at a school site by looking through the lenses of diversity, equity, inclusion, and justice. This task may help inform the California Administrator Performance Assessment (CalAPA) Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity *if* the topic you choose (for the CalAPA) focuses on culture, climate, and/or "student discipline."

Activities and Product to Submit:

1. Review the assessment guide for CalAPA cycle 1.
2. Using the California Dashboard, Healthy Kids Survey and other available resources, analyze student discipline, attendance and safety data. Write a reflection that answers **all** of the questions below:

a. What is the school's philosophy of a positive culture, climate and safety? To what extent is it grounded in the idea of control and punishment? Similarly, evaluate your school's views on "student discipline." Is discipline viewed and treated as punishment? Is it viewed as a restorative process/praxis? Describe.

b. Who was included in creating the discipline policy? Whose presence was missing? (e.g., teachers, administrators, parents, students representing whom?)

c. When was it last updated? Is there a need to update it to ensure a focus on issues of equity? Explain. If so, who will be included to assure diversity, equity, and justice?

d. What patterns do you see in the assigning of "consequences" for acts that cause harm to school culture and climate? If your school's discipline practice is generally treated as restorative/praxis, then how might students, teachers, counselors, or school leaders think about

its impact on school culture, climate and safety? Whom do your schools have in mind when they think about safety? Who facilitates restorative practices? If your school's discipline practice is generally treated as punishment, is punishment employed regularly? Who assigns punishment-centered consequences? To whom and how often?

e. How might attendance be connected with "student discipline?" What patterns of attendance do you find? Who is absent from the school on a regular basis? What is being done to curb these absences?

f. How have your beliefs and learning about leadership for equity been shaped by your experience with this CAPE?

TASK 5: CAPE 5 FIELDWORK

CAPE 5: Reflective Practice, 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.

Fieldwork Objective:
Assemble a reflective community of practice in alignment with the California Administrator Performance Assessment (CalAPA) Cycle 2: Facilitating Communities of Practice.

Process Activities and Product to Submit:

1. Carefully read the Assessment Guide for CalAPA cycle 2.
2. With your coach, think through how you might facilitate a Community of Practice, possible topics of focus for your problem of practice, and your strengths and areas for growth in (co)facilitating a community of practice to address a cultural/instructional problem.
3. Write a reflection that answers the questions below:

a. How might the focus of your community of practice address a problem of practice?
b. What are the potential impacts on student learning and/or well-being?
c. Who might you invite to participate in the Community of Practice and why? In what ways might they be the "right" people in the room?
d. What data will you use to inform discussions, including the focus of the problem of practice?
e. How will you come to consensus and make agreements/decisions?
f. How will you address conflict, disagreements, and biases?
g. How will you manage the agenda and maintain appropriate flexibility?
h. How will you document your community of practice processes?
i. What are the steps and timing associated with conducting Steps 2A-2F within your community?
j. How have your beliefs and learning about leadership for equity been shaped by your experience with this CAPE?

SPRING SEMESTER (EDLD 696)

TASK 1: CAPE 4 FIELDWORK

CAPE 4: Family and Community Engagement
Education Leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Fieldwork Objective:
Analyze how school and district leaders gather data about stakeholders' diverse student and community interests and foster two-way communication from diverse community members in preparation for addressing the input they receive.

Activities and Product to Submit:

1. In this three-step activity, you will analyze district/school efforts to communicate and collect community input. First, interview one school leader AND one district leader to ascertain their outreach efforts to collect community input. Second, analyze the district and school's communication efforts to elicit equitable community input, and foster two-way communication from diverse community members. Third, answer the questions below.

a. What means of communication (e.g., email, text, website, surveys) are used?
b. Which languages are used to elicit input?
c. In what ways is the data gathered? To what extent is it appropriate for the kinds of information sought?
d. To whom does your school reach out? Who might be left out?
e. Do the efforts elicit the desired responses? How do you know?
f. What is equitable and/or inequitable about the communication efforts?
g. What is authentically helpful and/or not helpful about the outreach efforts and for whom?
h. In what ways do the outreach efforts demonstrate (or not demonstrate) humanizing pedagogies?
i. Which parents are communicating back? Participating? What does this tell you?
j. How do the school and district leaders address the input they receive?

2. Identify, create, or modify a list of community resources for parents/community members that addresses social services as well as other needed resources.
3. **Explain** how your learning and beliefs about leadership for equity have been shaped by your experiences in this CAPE.

TASK 2: CAPE 2 FIELDWORK

CAPE 2: Instructional Leadership

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

Fieldwork Objective:
Facilitate a reflective and collegial conversation about teaching and learning with a volunteer teacher that aims to support their professional growth. This task is to help inform the California Administrator Performance Assessment (CalAPA) Cycle 3: Supporting Teacher Growth.

Process Activities:

1. Carefully read the assessment guide for CalAPA cycle 3.
2. Discuss the following with your coach: your coaching philosophy, the implications of your philosophy for practice, the identity of a potential volunteer teacher, the rationale for their selection, how you might approach and conduct a pre-observation meeting with the volunteer teacher, what you know about the volunteer teacher, the potential instructional frameworks (e.g., CSTP, school or subject specific framework) you will use for the observation, how you will conduct the observation and your plan to facilitate the post-observation meeting. This discussion may occur over several meetings.
3. Describe your process for facilitating a coaching conversation with a volunteer teacher about their teaching and learning.
   a. What elements of coaching would you include?
   b. What resource would you use to document your observations?
   c. How would you engage in a collaborative conversation about teaching and learning?
   d. What types of questions would you ask at each stage of the observation cycle?
4. Describe how you would approach and conduct the actual observation, including what tools/frameworks you would use.
   a. Identify the framework and/or templates you would use in the observation.
   b. Explain your choice of framework/template and how it would help facilitate the gathering of evidence you will need for your coaching conversation.
5. With your coach, discuss how you would approach and conduct the post-observation meeting.
   a. Make a general plan for the types of questions you will ask.
   b. Describe your plan for providing unbiased and evidence-based feedback for teaching and learning.

Product to submit: Response to the questions below. These questions are aligned with CalAPA cycle 3: Step 4 (Reflection).
Evaluate your strengths and areas of improvement for coaching and observing a teacher's practice and providing instructional feedback in relation to the agreed-upon instructional element(s) (e.g., CSTP).

1. Based on this experience and the feedback you elicited from the volunteer teacher in Step 3 of the CalAPA, what are your coaching strengths and areas for growth? What are your next steps based on the experience and feedback?

2. How was your preparation in terms of inspiring courageous, reflective and collegial conversations that were based on evidence-based feedback about teaching and learning?
3. How appropriate was the template for gathering data for your observation?
4. How have your beliefs and learning about leadership been shaped by this experience?

TASK 3: CAPE 6 FIELDWORK

CAPE 6: External Context and Policy
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve policies and practices.

Fieldwork Objective:
Deconstruct the ways that school and district leaders' public messaging is crafted and interpreted in critical, humanizing, empowering, inspiring, or apolitical, dehumanizing, disempowering, uninspiring or disengaging ways.
Activities and Product to Submit:

1. Attend a local school district board meeting. Review the agenda items.
2. Listen to and take notes about each speaker's comments regarding each agenda item.
3. Listen and take notes about board members and district leaders' responses to community members.
4. Deconstruct the board members and district leaders' comments and responses to the public. Consider the following questions when writing your narrative:

a. What were the features of the comments and responses that made them critical, humanizing, empowering, or inspiring?
b. What were the features of the comments and responses that made them apolitical, dehumanizing, disempowering, uninspiring or disengaging?
c. How were the agenda items ordered? What effect did the order of the agenda items have on the meeting?
d. How did the order of the agenda create the result that it did?

5. Identify one uninspiring comment or response from a board member or district leader and **rewrite** it to be critical, humanizing, empowering, and/or inspiring.
6. How have your beliefs and learning about leadership been shaped by this experience?

TASK 4: SUMMATIVE CAPE REFLECTION

You will use the California Administrator Performance Expectations (CAPE) as a framework to critically self-reflect upon your current understandings and skills. Your CAPE Formative Reflection in the Fall semester served as a performance task to provide you an opportunity to reflect upon your understanding of the sociocultural context of education, your thinking of the ways in which you have observed school/instructional leaders actualize *each* CAPE, and how, in your current position, you have gathered experiences and/or practiced *each* CAPE. Your CAPE Summative Reflections invite you to go back to your

Formative Reflection, 3-way Candidate Inventory, and Fieldwork Activities to reflect upon where you are now with the CAPEs. Therefore, your CAPE Formative Insights and CAPE Summative Reflections serve as a pre and post reflection that inform and are informed by your Fieldwork Activities.

Each Preliminary Administrative Services Credential candidate must respond to **each** CAPE. Each CAPE requires a reflective narrative **discussion** on the items listed below. Write each CAPE reflection on a single document with no more than 1,000 words per CAPE. Use the name of each CAPE as a sub-heading in your document.

1. INTERPRET: What deepened understandings have you developed this year of each CAPE?
2. CONNECT: What deepened personal and values-centered connections have you developed for each CAPE (ie., as a principle, disposition, and/or practice)?
3. OBSERVE: What leadership actions have you observed this year in practice by yourself and/or a school/district leader that reflects each CAPE?
4. SELF-REFLECT: For each CAPE, in what ways have you grown and/or deepened your strengths?

Product to submit: Summative Reflection and professional resume as one continuous MS Word document (not PDF). Your updated resume should be the first 1-2 pages. The remaining pages should include the Summative CAPE Reflection in numerical order 1-6.

TASK 5: END-OF- YEAR 3-WAY CANDIDATE INVENTORY

The 3-way Candidate Inventory is a collaborative meeting with the candidate, coach, and a school leader. The purposes of this end-of-the-year meeting are to

1. Discuss the ways that the candidate has demonstrated each CAPE since the beginning-of-the-year 3-Way Inventory,
2. Identify the ways that the candidate has grown since the initial inventory,
3. Identify continued areas of strength and growth, and
4. Identify opportunities, resources, and plans for the candidate to gain more experience in each CAPE.

EVALUATION

PASC Candidates will work closely with their University Coach and District/Site Mentor as they engage in leadership activities in each CAPE. Students will receive written and/or verbal feedback on each of the Fieldwork Activities from their University Coach. Work will be evaluated by their Cohort Leader using the rubric (see below). Work that does not meet expectations will be returned with detailed feedback to the candidate for revision.

	Below Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)
Writing Conventions	❏ Is missing 2+ elements of the prompt. ❏ Writing is unclear, verbose and/or disorganized at the sentence and/or paragraph level. ❏ Arguments/ideas are difficult to follow and understand. ❏ There are more than five spelling, grammar, or syntax errors per page of writing.	❏ Addresses all elements of the prompt. ❏ Writing is mostly clear and concise but needs to be reorganized at the sentence or paragraph level . ❏ Thoughts are coherent and logical. ❏ There are no more than five spelling, grammar, or syntax errors per page of writing.	❏ Addresses all elements of the prompt. ❏ Writing is clear, concise, and well organized with strong sentence and paragraph construction. ❏ Thoughts are expressed in a coherent and logical manner. ❏ There are no spelling, grammar, or syntax errors.
Critical Reflection	❏ Writing identifies but does not analyze the leadership actions of self and/or others. ❏ Writing does not identify a social and/or political context or its impact ❏ The candidate identifies leadership events and/or experiences but does not examine the overall effect on self or others.	❏ Writing attempts to analyze the leadership actions of self and/or others. ❏ Writing identifies the social and/or political context that influenced the candidate and how. ❏ The candidate identifies and examines the overall effect of leadership events or experiences on self or others but not both.	❏ Writing analyzes the leadership actions of self and/or others. ❏ Writing describes the social and/or political context that influenced the candidate and how. ❏ The candidate identifies and examines the overall effect of leadership events or experiences on self and others.
Transformative Leadership	❏ Writing does not show understanding that there is learning to be gained from the experience nor is future learning mentioned. ❏ There is no evidence that the experience has deepened or provided a complex understanding of the way the candidate thinks; examinations of actions do not include a leadership lens.	❏ Writing shows an understanding that there is learning to be gained from the experience but future learning is not mentioned. ❏ There is evidence of deepened and complex understandings in the candidate's thinking based on their experience; examinations of actions are equally through	❏ Writing shows an understanding that there is learning to be gained from the experience, and describes ideas for future learning. ❏ There is evidence of deepened and complex understandings in the candidate's thinking based on their experience and examination of their actions through a leadership lens.

	❑ The candidate denies that the experience was important, transformative, or necessary for their self-growth and development.	leadership and teacher lenses. ❑ The candidate identifies the experience as transformative for their thinking, self-growth, and development, but does not explain how.	❑ The candidate thoroughly describes how the experience has critically changed, deepened, and/or affirmed their thinking and facilitated their self-growth and development.

CANVAS GRADE TRANSLATION

TOTAL RUBRIC SCORE	CANVAS SCORE
7-9 points	3
4-6 points	2
1-3 points	1

APPENDIX A

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

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 wellbeing.
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. Communicate the school's vision of teaching and learning clearly to staff and stakeholders.
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

2A: Personal and Professional Learning

New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. During preliminary preparation, aspiring administrators learn how to:

1. Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves.
2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school's vision and goals to improve instruction and student learning.
3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL.
4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.

2B: Promoting Effective Curriculum, Instruction, and Assessment

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

1. Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals.
2. Establish and maintain high learning expectations for all students.
3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.
4. 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., CAPEs, 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; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.
2. Use the principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.
3. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being.

3: MANAGEMENT AND LEARNING ENVIRONMENT

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 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

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

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

6A: Understanding and Communicating Policy

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

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

6B: Representing and Promoting the School

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

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