

## Appendix A: California Administrator Content Expectations

A. Visionary Leadership	
Associated CAPE	Content Knowledge Expectations
<p>1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency’s Overall Vision and Goals</p> <p>2. Developing a Shared Commitment to the Vision Among All Members of the School Community</p> <p>3. Leading by Example to Promote Implementation of the Vision</p> <p>4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision</p>	<p>A-1. Major theories and concepts in educational leadership</p> <p>A-2. Relationships between leadership theory and practice in the context of contemporary educational issues in California</p> <p>A-3. Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies</p> <p>A-4. Components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students</p> <p>A-5. Skills and strategies for facilitating the alignment of the school’s vision with the LEA’s vision and goals</p> <p>A-6. Identify and understand the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts</p> <p>A-7. Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components</p> <p>A-8. The relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education for all students</p> <p>A-9. Examine and respond to equity issues related to race, diversity, and access, using inclusive practices</p> <p>A-10. Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers</p> <p>A-11. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision</p> <p>A-12. Facilitate the comprehensive integration of technology to support achievement of the vision</p> <p>A-13. Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness</p> <p>A-14. Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups</p> <p>A-15. The importance of communicating information about the school on a regular and predictable basis to all families through a variety of media, and ensuring that all constituents have ample access to information sources</p> <p>A-16. Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making</p> <p>A-17. Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator</p> <p>A-18. Understand the roles of a broad range of support staff and mental health professionals.</p>

## A. Visionary Leadership

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

## B. Instructional Leadership

Associated CAPE	Content Knowledge Expectations
<p>5. Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction</p>	<p>B-1. Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.</p> <p>B-2. Recognize and identify mental health conditions that support or hinder student achievement.</p> <p>B-3. California’s K-12 student academic content standards and state-adopted assessment systems for measuring student performance</p> <p>B-4. K-12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and student</p> <p>B-5. Teacher observation and evaluation systems grounded in standards-based teaching and learning</p>
<p>6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth</p>	<p>B-6. Appropriate and “best” instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented</p> <p>B-7. Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice</p> <p>B-8. Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions</p> <p>B-9. Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments</p>
<p>7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors</p>	<p>B-10. Promote student engagement in understanding learning objectives, student understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum</p> <p>B-11. Valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning</p> <p>B-12. Understand the purpose, role and use of multiple assessments to continuously evaluate student learning</p> <p>B-13. Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers</p> <p>B-14. Knowledge of appropriate, effective college and career readiness and co-curricular activities</p>

## B. Instructional Leadership

Associated CAPE	Content Knowledge Expectations
<p>8. Communicating with the School Community about Schoolwide Outcomes Data and Improvement Goals</p>	<p>B-15. Skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations</p> <p>B-16. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes</p> <p>B-17. Induction programs for beginning teachers, including BTSA</p> <p>B-18. Support methods such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff</p> <p>B-19. Effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals</p> <p>B-20. Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection, self-assessment and self-directed change and improvement</p> <p>B-21. Effective uses of staff time for purposes of professional development for both individual and school purposes and goals</p> <p>B-22. Strategies for self-improvement and planning for continuous learning in order to serve as a role model for others</p> <p>B-23. Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active learning and promote student reflection and inquiry</p> <p>B-24. Understands how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration</p> <p>B-25. Policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students</p> <p>B-26. Understand and maximize the relationships between student behavior management systems and student success</p> <p>B-27. Understand how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning</p> <p>B-28. Understand how to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning</p> <p>B-29. Understand how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions</p>

## B. Instructional Leadership

Associated CAPE	Content Knowledge Expectations
	<p>B-30. Strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community</p> <p>B-31. Principles of educational equity and diversity, and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians</p> <p>B-32. Identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias</p>

## C. School Improvement Leadership

Associated CAPE	Content Knowledge Expectations
<p>9. Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan</p> <p>10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement</p> <p>11. Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan</p> <p>12. Instituting a Collaborative, Ongoing Process of Monitoring and Revising the</p>	<p>C-1. Theories and strategies for instituting, managing, and evaluating a school change process</p> <p>C-2. Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs</p> <p>C-3. Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation</p> <p>C-4. Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school's vision and goals</p> <p>C-5. Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes</p> <p>C-6. Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes</p> <p>C-7. Use time and technology effectively to help manage the school improvement process</p> <p>C-8. Understand how to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan</p>

### C. School Improvement Leadership

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

### D. Professional Learning and Growth Leadership

Associated CAPE	Content Knowledge Expectations
13. Modeling Life-Long Learning and Job-Related Professional Growth	D-1. Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan
14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities	D-2. Skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation D-3. Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one’s own performance D-4. Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups. D-5. Understand how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff
15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program	D-6. Understand how to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals D-7. Strategies for building individual staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment D-8. Model how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others D-9. Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth D-10. Understand how to support, motivate, and provide recognition to staff at various stages in career development D-11. Strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults’

## D. Professional Learning and Growth Leadership

Associated CAPE	Content Knowledge Expectations
	knowledge and skills

## E. Organizational and Systems Leadership

Associated CAPE	Content Knowledge Expectations
<p>16. Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning</p> <p>17. Developing, Implementing and Monitoring the School's Budget</p> <p>18. Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations</p>	<p>E-1. Understand federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process</p> <p>E-2. School finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)</p> <p>E-3. Understand constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment) in various educational contexts and the role of the educational administrator in monitoring and ensuring compliance with these rights and protections</p> <p>E-4. Understand and apply principles of conflict resolution, student discipline, school disciplinary procedures, including manifestation determination for serious offenses and overall management of the school climate to promote a school culture that is safe and welcoming for all students</p> <p>E-5. Understand school-wide intervention strategies</p> <p>E-6. Understand legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology)</p> <p>E-7. Understand how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools, and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements</p> <p>E-8. Understand, develop, and monitor the school's budget and expenditures, including involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)</p> <p>E-9. Prioritize use of school resources, including the budget, to support the school's vision, goals, and growth plan</p> <p>E-10. Research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups</p> <p>E-11. Understand how to apply systems thinking to set priorities and manage organizational complexity</p> <p>E-12. Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance</p>

## E. Organizational and Systems Leadership

Associated CAPE	Content Knowledge Expectations
	<p>collaboration, and support effective management of the organization</p> <p>E-13. Effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff</p> <p>E-14. Effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff</p> <p>E-15. Skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups</p> <p>E-16. Understand processes of labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting</p> <p>E-17. Understand how to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools</p> <p>E-18. Practices and procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment</p> <p>E-19. Legal and policy requirements related to school safety and how to develop and implement district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management</p> <p>E-20. Effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students</p> <p>E-21. Understand the effective use of outside support organizations for student health, safety, and well-being</p> <p>E-22. Space to meet instructional needs and accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs)</p> <p>E-23. Use of technological systems and tools to support the management of school operations</p> <p>E-24. Procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and state regulations related to food services, health services, student transportation, free and reduced-price meals)</p> <p>E-25. Understand how to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups</p> <p>E-26. Types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures</p>

## E. Organizational and Systems Leadership

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

## F. Community

Associated CAPE	Content Knowledge Expectations
19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public  20. Involving the Community in Helping Achieve the School's Vision and Goals	F-1. Defining an inclusive "school community" F-2. Understand the multiple connections between school, families, and the community F-3. Skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision F-4. Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups F-5. How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making F-6. Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community F-7. Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change F-8. Strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote the health, safety, and well-being of all students F-9. Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs