



North Coast School of Education

in partnership with Placer County Office of Education



Preliminary Administrative Services Credential

Program Handbook

2017-18

Acknowledgments given to
Placer County Office of Education (PCOE)
in the development and partnership of this program.

North Coast School of Education

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Welcome Letter



*As we look ahead
into the
next century,
leaders will be
those who empower
others.*

- Bill Gates

Dear PASC Candidate,

On behalf of the North Coast School of Education, I would like to welcome you to the Preliminary Administrative Services Credential Program.

Choosing to become an educational leader is one of the most challenging decisions that will lead you on a path that is both intrinsically and professionally rewarding. Research continues to reveal that strong leadership in schools, districts and county offices is critical to student success. Sonoma County strives for excellence in leadership which is achieved through the passion for our work and dedication to providing the best and most equitable educational opportunities for California students. Our goal is to prepare leaders who can work effectively in ethnically, racially, socially, and linguistically diverse educational environments.

Administrators of Sonoma County and in the surrounding regions of Northern California bring a wealth of rich and diverse experiences from which you will learn, grow, and gain insight. As an NCSOE PASC participant, you will be supported by the highly experienced faculty and on-line coaches who have been recommended by their professional colleagues based upon their expertise and successful service. Their diverse experiences will provide you with a telescope focused on your personal leadership path. With NCSOE's PASC program's guidance, you will develop your unique style and vision for leadership as you begin working towards making a difference in Northern California's educational system.

Congratulations and best wishes in the coming year. We look forward to getting to know you and learning by your side.

Warmly,

Dr. Anna Moore
Regional Director II
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*If your actions inspire others to dream more, earn more,
do more and become more, you are a leader.*

- John Quincy Adams

North Coast School of Education's Mission Statement

The mission of the North Coast School of Education (NCSOE) is to develop a workforce of teachers and school leaders who engage in research-based practices, understand the importance of preparing students for college and career readiness and have 21st century skills to develop and implement innovative methods and ideas in the classroom and school. NCSOE exemplifies the notion that learning is creative, rigorous, relevant and relationship-driven, and incorporates inquiry and reflection in ongoing professional growth.



Preliminary Administrative Services Credential Program Overview

In partnership with Placer County Office of Education, NCSOE's Preliminary Administrative Services Credential Program (PASC) is designed to prepare exemplary administrators by building each candidate's capacity to be an outstanding instructional, visionary, and courageous leader.

PASC candidates participate in a 12-month program that consists of:

- Support and Guidance from a Faculty Mentor and District Advisor
- 154 hours of face-to-face instruction (22 Saturdays / 7 hours each class)
- 32 hours of guided, synchronous work in a small, online professional learning community (PLC)
- Course specific fieldwork performed between each Saturday class
- A year-long leadership project that consists of extensive fieldwork

The combined program commitment equals approximately 235 hours. Candidates who successfully complete the program are eligible to be recommended for a certificate of eligibility or a Preliminary Administrative Services Credential through the California Commission on Teacher Credentialing.

Admissions Requirements

To be eligible to apply for the PASC, prospective candidates must:

- Possess a valid teaching or services credential
- Have a minimum of 5 years' full-time experience in their credential area prior to completing the program
- Show evidence of passage or proof of registration for the CBEST examination

Applicants to the PASC program must submit an application packet that includes:

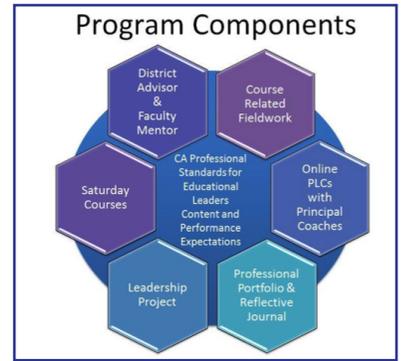
- Completed application packet
- A Leadership Essay
- Resume
- Copy of Transcripts (Unofficial)
- Copy of California Teaching Credential and/or Service Credential
- Copy of CBEST Verification

The recruitment timeline is as follows: Informational meetings are held in March; applications are due in April; small group interviews are held in April; and acceptance announcements are sent out in early May. Applications are accepted until the program is at capacity. Tuition payment is due by the first day of class. There are a few payment options for those looking to self-pay on a payment schedule. Student loans are also available through Community First Credit Union.



Program Content

NCSOE’s Preliminary Administrative Services Credential Program (PASC) is composed of interconnected components that are designed to move candidates between theory and practice. All components function as parts of an integrated system to seamlessly support the objectives of each course and the program as a whole. The program is designed to support candidates in demonstrating increased ability to apply knowledge and skills to situations and show the capacity and dispositions for administrative leadership.



Saturday Courses

Candidates are required to participate in face-to-face coursework that is grounded in the California Content Standards and California Performance Expectations. These standards form the foundation of the program and prepare candidates to meet the California Professional Standards for Educational Leaders (CPSEL) during Administrator Induction. Each course is three to four days in length, for a total of 20 days. Saturday courses account for 50% of the program. Specific courses are listed below.

Course Number	Title
EDA 631	Development & Implementation of a Shared Vision
EDA 632	Instructional Leadership
EDA 633	Organizational & Systems Leadership
EDA 634	Working with Diverse Families & Communities
EDA 635	Professional Growth and Personal Ethics
EDA 636	Political, Social and Legal Understanding

An additional 3 days are allocated between a Program Orientation/Introductory Day and the Leadership Project Symposium for a total of 23 days.

Candidates keep a reflective journal and compile a professional portfolio as they progress through the coursework. Candidates are expected to make meaningful personal connections between leadership theory and practice. Reflective journals are used to synthesize and apply learning and record growth. Journals are not collected or evaluated, but candidates are encouraged to use the contents to talk about their learning when they meet with their faculty mentor.

COURSE DESCRIPTIONS

EDA 631 Development and Implementation of a Shared Vision provides an overview of the role of the leader in developing and implementing a shared vision of learning and growth for all students. Credential candidates will learn how to use multiple measures of data to shape a collective vision that is focused on equitable access, opportunities and success for all students. They will learn to engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders; and they will learn to guide and monitor decisions, actions and outcomes in light of the vision and goals.

EDA 632 Instructional Leadership provides an understanding of how leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Credential candidates will learn how to promote and support the implementation of standards, pedagogical skills, effective instructional practices, and student assessments through the promotion of a culture that engages staff in individual and collective professional learning and results in continuous improvement and high performance. Candidates will learn how to develop and use assessment and accountability systems to monitor, improve and extend educator practice, and achieve program outcomes and student learning.

EDA 633 Organizational and Systems Leadership prepares new leaders to understand and manage the complex interactions of all the school's systems in order to promote teaching and learning and systematic school improvement. This course will emphasize the importance of appropriate use of data for needs identification and ongoing progress monitoring, theories and best practices in school improvement, and the broad and integrated use of resources. The course will cover operations and facilities; budgeting and resource alignment; human resources; and safe, respectful and equitable learning environments.

EDA 634 Working with Diverse Families and Communities provides an understanding of the educational leader's role in collaborating with families and other stakeholder to address diverse student and community interests and needs. Credential candidates will learn how to meaningfully involve all parents and families, including underrepresented communities, in student learning and programs. They will learn how to establish community partnerships and leverage and integrate community resources and services to meet the varied needs of all students. Candidates will understand principles of equity and diversity and learn to identify and eliminate discriminatory practices and personal and institutional biases.

EDA 635 Professional Growth and Personal Ethics provides an understanding of the value of lifelong learning and job related professional growth and the importance of leaders modeling and behaving in ways that demonstrate professionalism, ethics, integrity, justice and equity. Credential candidates will learn how to hold staff to high ethical standards and how to help teachers improve professional practice; and how to facilitate a variety of professional and personal growth opportunities for faculty, staff, parents and other members of the school community.

EDA 636 Political, Social and Legal Understanding provides an understanding of the broader political, social and legal influences on education. Credential candidates will learn about federal, state, and local laws, regulations and guidelines related to public schools; student and staff rights; procedures for disciplining students and staff; collective bargaining; record keeping and privacy. Candidates learn how education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policy and practices.

End-of-Course Summary Essays

Candidates complete a 5 to 7 page summary essay at the end of each course to demonstrate understanding of the performance and supporting content expectations.

Each end-of-course summary essay should follow APA format (12-point font; Times Roman, Courier, or Arial font; double-spaced; one-inch margins). In each essay, candidates will (1) summarize their understanding of the course, specifically explaining how their learning prepares them for the Performance Expectations, and (2) apply their understanding to a fictitious setting/ scenario (provided by instructor) that requires competent leadership. Each essay should include references to course content, articles, texts, online PLCs, etc.

Essay Submission Deadlines				
Course Dates	Course Title	Essay Due Date	Grade Release Date	Essay Resubmit Date
September 9, 2017 - October 7, 2017	EDA 631 – Development & Implementation of a Shared Vision	October 22, 2017	November 6, 2017	November 17, 2017
October 21, 2017 - December 2, 2017	EDA 632 - Instructional Leadership	December 17, 2017	January 8, 2018	January 19, 2018
December 16, 2017 - February 3, 2018	EDA 633 – Organizational & System Leadership	February 18, 2018	March 5, 2018	March 16, 2018
February 10, 2018 - March 10, 2018	EDA 634 – Working with Diverse Families & Communities	March 25, 2018	April 16, 2018	April 27, 2018
April 7, 2018 - April 28, 2018	EDA 636 - Political, Social and Legal Understanding	May 6, 2018	May 21, 2018	June 1, 2018
May 5, 2018 - June 2, 2018	EDA 635 – Professional Growth & Personal Ethics	June 17, 2018	July 2, 2018	July 13, 2018

The essays will be reviewed by the instructor and evaluated for demonstration of competency. Papers are graded as, “demonstrates minimal understanding”, “demonstrates adequate understanding”, or “demonstrates strong understanding.” Candidates who do not demonstrate adequate understanding will be required to submit a revised paper.

Grading Rubric:

Candidate:		Date:		
Course Title:	Demonstrated Competency Level			
	Demonstrates strong understanding	Demonstrates adequate understanding	Demonstrates minimal understanding	
Understanding of Performance Expectations				
Application of leadership to scenario/setting				

Course Specific and Extended Fieldwork

Course Specific Fieldwork - Each course is designed with accompanying fieldwork assignments that help candidates extend and apply their learning to the real world of school administration. Fieldwork assignments are listed in the syllabi and include shadowing and interviewing active administrators, attending school/district meetings or events, examining school/district specific data and documents, and observing and critiquing instruction. Fieldwork is completed by each candidate, and artifacts or reflections are brought to class the following Saturday to be shared and discussed in light of the key course concepts.

Extended Fieldwork - PASC candidates also have an extensive fieldwork assignment in the form of the **Leadership Project**. The purpose of the Leadership Project is to require candidates to apply theoretical learning to practice over an extended period of time. In the fall, each candidate begins by researching issues and talking to their site, district, or other local administrator about problems or needs that might form the basis of a year-long project or study in which the candidate can take a leadership role. Candidates ask an experienced and current district administrator to serve as their District Advisor (*role defined below*) and identify one or two potential subjects for their project. Each candidate writes a project proposal that is reviewed and approved by the District Advisor and by the PASC Regional Director.

Leadership Project proposals must include:

- Description of the need for the project
- CAPEs that will be demonstrated during implementation
- Candidate's specific leadership role
- Data and artifacts that will be collected
- Anticipated outcomes
- Detailed reflection and self-assessment of the leadership strategies utilized and lessons learned

Leadership Projects must place the candidate in a significant and active leadership role with other adults. The District Advisor provides feedback throughout the project planning and implementation, and facilitates access to the groups, data, resources, etc. needed to successfully complete the project. At the end of the year, each candidate prepares and presents a 30 minute professional presentation on their project to a panel of veteran administrators. Panel members score the projects with a rubric and provide feedback to candidates. (*See page 11 for more information.*)

District Advisors and Faculty Mentors

One of the strengths of NCSOE Preliminary Administrative Services Credential Program (PASC) is the coordinated professional guidance that comes from instructors, Faculty Mentors, District Advisors and online PLC coaches. NCSOE's PASC provides support and coaching to candidates throughout the year.

District Advisors – District Advisors are selected by each candidate for their expertise related to the candidate's Leadership Project. District Advisors provide access to leadership opportunities at the site or district and support the candidate throughout their project implementation. The District Advisor also supports the candidate in his/ her course specific fieldwork by offering access to district documents, suggesting contacts for further information, and generally helping with information needed to complete the fieldwork.

Faculty Mentors - PASC will assign each candidate a Faculty Mentor. Mentors will support 6-8 candidates throughout the year and will meet with them at least 6 times, following the conclusion of each course. Meetings may be individual or small group and are a time to check on progress and review candidate's professional portfolios. Faculty Mentors also have discussions around the candidate's learning and experiences and may suggest areas for further development or advise candidates on preparing for administrative openings.



Leadership Project

In collaboration with their district and the NCSOE PASC program, candidates outline a personal learning and implementation plan for their Leadership Project. The Faculty Mentor and District Advisor will provide ongoing support for the Leadership Project.

Project Proposal Development	
The purpose of the Leadership Project is to put the concepts and standards from the coursework into action. The project should focus on a school or district need and allow the candidate to continue to develop and apply his/her leadership.	
Step 1	Review course descriptions and the California Performance and Content Expectations and begin to formulate ideas for a project focus. The focus should be an area of interest and growth for the candidate, and must put the candidate in a significant leadership role as they implement the project.
Step 2	Provide NCSOE with the name and position of the selected District Advisor. The District Advisor will assist with project ideas and provide feedback and support on the development of the project.
Step 3	Meet with the District Advisor and narrow conceptual ideas for a project. Develop a clear idea or direction.
Step 4	Review and complete the Leadership Project proposal form and submit it to the regional director for approval. Final proposals should be completed and approved by mid-January.

Project Proposal Design Elements	
Project Summary	This section should clearly outline the intended focus of the project. Provide an explanation that clarifies your vision for the project.
Explanation of Need	This section should highlight any supporting data that indicate the need for the project and/or an explanation for the need. Not every need will be supported by quantitative data.
California Performance Expectations	Describe how the project will help you demonstrate the skills and capacity of the CAPEs you select.
Your Leadership Role	This section describes your specific responsibilities and actions in the project and must include significant work leading other adults.
Stakeholders Involvement	This section should describe how various stakeholders will be involved in the project from conception through ongoing development and final outcome. Stakeholders are those directly involved and directly benefiting from the project. Consider these stakeholders as sources of evaluation data and feedback.
Anticipated Outcomes	This section describes what you expect to achieve by the end of the spring semester. Many projects are not complete at the point of presentations in May, however, a significant amount of work should be accomplished by the end of the year.
Strategies for Implementation	This section should describe the variety of leadership strategies that will be use to engage stakeholders in the project and accomplish your intended outcomes. Reflection on your leadership strategies will be a significant part of the final presentation. Reflect on learning from the coursework, standards, guest speakers, chats, fieldwork, etc.
Timeline	This section should clearly outline the implementation steps and the anticipated time needed for the various components of the project.
Success Indicators (Evaluation)	This section should clearly outline the expected or intended results that will be indicators of success and how these results will be measured. These should include measures of leadership and implementation, and not be limited to student outcomes.

Summary of Steps
<ol style="list-style-type: none"> 1. Conceptualize the project by discussing its components with the District Advisor, instructors, site administrators, and peers. 2. Develop a concrete plan of implementation and data collection for the project, and write the project proposal. 3. Receive approval for the proposal. 4. Implement the project and reflect on your leadership during the process. 5. Prepare and present to a panel of administrators.

Online Professional Learning Communities (PLCs)

Online PLCs are interactive dialogue groups that meet synchronously four to five times per course for 75-90 minutes. Online PLCs are opportunities to challenge candidates to “walk the tightrope” of leadership.



At the beginning of each of the six courses, candidates are assigned to a PLC made up of other PASC candidates and a PLC coach who is a practicing, or recently retired, administrator/principal. PLCs grapple with leadership challenges in the form of scenarios that relate to the CAPEs and CEs for the current course. Candidates have access to the scenario prior to their time together and are expected to prepare their thoughts in advance. In some cases they may also be asked to read a short article or watch a video clip in preparation. During the PLC, the coach challenges candidates to “think as an administrator” and apply their knowledge and skills to solve problems. PLC coaches reinforce strategies and concepts learned in the Saturday courses.

Each PLC meets face-to-face for their first meeting and then online for the subsequent meetings. The initial face-to-face meeting establishes rapport that encourages open conversations online. Online PLCs are facilitated through the LMS, Canvas. Online PLCs account for 32 hours and an additional 25% of the program.

Formative Assessment

Formative assessments guide each candidate’s growth toward proficiency. *Each course* has embedded activities, presentations, projects, and writing that demonstrate the candidate’s understanding of key concepts and their acquisition of skills. These activities are monitored by course instructors. Candidates write a summary essay (5-7 pages) at the end of each course in which they demonstrate understanding of the performance expectations and the supporting content expectations, by describing how they would implement these in a fictitious setting. Course instructors grade papers using a rubric with the options; “demonstrates minimal understanding”, “demonstrates adequate understanding”, and “demonstrates strong understanding”. Candidates who do not demonstrate adequate understanding will be required to resubmit a revised paper.

Online learning communities provide an opportunity for additional formative assessment as candidates synthesize and integrate their learning through online PLC dialogues with peers. The online PLC coach has key objectives and guides candidates to expand their ability to apply learning and use a leadership lens to solve problems. Candidates submit a summary of their learning at the end of each online PLC. Online facilitators review these summaries looking for additional evidence of satisfactory knowledge and understanding and indicators of their ability to meet performance expectations.

Each candidate’s *Leadership Project* serves as another opportunity for feedback and growth. The leadership project presentation is reviewed by a panel of veteran administrators using a rubric with a rating scale.

Completion of Program Requirements

To successfully complete PASC, candidates are expected to:

- Attend orientation and all Saturday classes, and successfully complete all fieldwork and end-of-course summary essays
- Actively participate in all online PLCs and successfully complete reflections
- Engage in an extensive Leadership Project; apply knowledge and skills to a specific area of leadership and present results and reflections at an end-of-year formal presentation

Overall Grades

Candidates receive a “meets standard” or “does not meet standard” grade for all coursework (e.g., fieldwork activities, online final statements, and end-of-course papers).

Program Policies and Procedures

Acts of Dishonesty

Candidates are expected to demonstrate honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, falsification of records or documents, personal misrepresentations, theft, and evasion of NCSOE Preliminary Administrative Services Credential Program financial obligations will not be tolerated.

Attendance

Regular attendance is required for successful program completion and recommendation for a Preliminary Administrative Credential. Attendance is critical for successful personal and collaborative learning. Instructor facilitation, presentations, group activities, and discussions are essential parts of the educational experience for each class and cannot be duplicated in make-up work. Therefore, candidates must attend all meetings of the class from 8:30 a.m. to 4:00 p.m. Prompt attendance will have a direct impact on learning, performance and grades.

When absolutely necessary, candidates who miss a class session will be given make-up assignments to compensate for the missed hours of instruction. Make-up assignments will not be given prior to the scheduled class date and are due before the next scheduled class begins. In the case of an emergency, please contact the course instructor to explain the nature of the emergency, to obtain any resources from the class, and to prepare your make-up assignment.

Online PLC attendance is equally important. Candidates who miss an online chat session must read the transcripts from their specific PLC and write a statement based on the community's points of view/discussion. Candidates must also complete their own final statement based on their own thoughts and development around the scenario (*4-5 pages total*).

Business Office Procedures

Refunds will only be given for those courses not attended (e.g., attending at least one class in a course prevents eligibility for a refund).

Candidates who are not able to participate in a particular course due to personal or family illness, maternity or paternity leave, death in the immediate family, relocation due to job transfer, or other family or personal crisis that prevents them from successfully participating in the program, may receive credit for participation in a future class with a different cohort. It is the responsibility of the candidate to communicate with the Regional Director if an issue is preventing him/her from completing course assignments or attending classes.

Disability

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate must provide SCOE's Human Resources with documentation that describes the specific disability (i.e., psychologist, physician, or educational diagnostician). Candidates with disabilities should contact the Regional Director 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.

District Support

Districts provide support by identifying candidates for participation, supporting their participation, guiding the fieldwork experiences, and arranging time for the District Advisors and candidates to meet.

The Regional Director and course instructors work throughout the program to ensure that there is a match between course requirements and field experience.

Emergency Procedures

All candidates are required to complete an emergency procedure form and submit it to the instructor on the first day of class.

Evaluation-Feedback on Program Components

Surveys are administered to candidates, faculty, and participating districts to collect data on program quality and effectiveness. Candidates are expected to complete evaluations. The evaluation forms and surveys are reviewed by NCSOE PASC staff and compiled results are shared with the Program Advisory Team. Based upon candidate feedback, revisions and updates will be made accordingly.

Grievance and Appeals Process

Should a candidate question program prerequisites and/or requirements, participation hours, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirements, and/or denial of Preliminary Administrative Services credential, a meeting will be held with the Regional Director and the concern put in writing. The Regional Director will review concerns and discuss them with involved candidates, including the program candidate and the representative of the participating district. Following discussion and review of the concern, a final decision will be made regarding the grievance.

Probation

In addition to attending assigned class sessions, candidates are expected to complete all fieldwork assignments, online PLC work, and end-of-course essays for each course. If a candidate has not met program requirements at the conclusion of the second course, the Regional Director will schedule a meeting with the candidate to review the expectations of the program and place the candidate on probation. At the conclusion of the third course, a review of the candidate's progress will be evaluated and probation will be lifted or the candidate will be asked to withdraw from the program.

Textbooks and Kindle

Candidates will receive either a set of books or Kindle readers with electronic textbooks pre-loaded onto the device prior to the start of the program. Textbooks that are not available in electronic format will be provided in book format. Candidates are expected to bring their Kindles and/or traditional textbooks, to each class.



Appendix A: 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:

- A. 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
- B. Analyze available student and school data from multiple sources to develop a site-specific vision and mission
- C. Analyze and apply political, social, economic, and cultural contexts to inform the school’s vision and mission.
- D. Analyze and align the school’s vision and mission to the district’s goals
- E. 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
- F. Communicate the school’s vision of teaching and learning clearly to staff and stakeholders

A. VISIONARY LEADERSHIP	
Associated CAPE	Content Knowledge Expectations
<ol style="list-style-type: none"> 1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency’s Overall Vision and Goals 2. Developing a Shared Commitment to the Vision Among All Members of the School Community 3. Leading by Example to Promote Implementation of the Vision 4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision 	<ol style="list-style-type: none"> A-1. Major theories and concepts in educational leadership A-2. Relationships between leadership theory and practice in the context of contemporary educational issues in California A-3. Skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies 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 A-5. Skills and strategies for facilitating the alignment of the school’s vision with the LEA’s vision and goals 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 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 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 A-9. Examine and respond to equity issues related to race, diversity, and access, using inclusive practices A-10. Identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers A-11. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision A-12. Facilitate the comprehensive integration of technology to support achievement of the vision A-13. Communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness A-14. Skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups 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 A-16. Effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making A-17. Network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator A-18. Understand the roles of a broad range of support staff and mental health professionals A-19. Understand how to facilitate a strong network of support of all school staff including physical and mental health professionals A-20. Understand how to identify and access resources to help address difficult or complex problems and issues that may arise

B. INSTRUCTIONAL LEADERSHIP	
Associated CAPE	Content Knowledge Expectations
<p>5. Promoting Implementation of K12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction</p> <p>6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth</p> <p>7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors</p> <p>8. Communicating with the School Community about School-wide Outcomes Data and Improvement Goals</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>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>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> <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>

B. INSTRUCTIONAL LEADERSHIP Continued...	
Associated CAPE	Content Knowledge Expectations
	<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> <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 Growth Plan Based on Student Outcomes</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> <p>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</p>

D. PROFESSIONAL LEARNING & GROWTH LEADERSHIP	
Associated CAPE	Content Knowledge Expectations
<p>13. Modeling Life-Long Learning and Job-Related Professional Growth</p> <p>14. Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities</p> <p>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</p>	<p>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</p> <p>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</p> <p>D-3. Model self-improvement and related professional growth activities, and demonstrating monitoring of improvement in one's own performance</p> <p>D-4. Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>D-9. Understand how to use time and technology effectively to improve instructional leadership and promote personal and professional growth</p> <p>D-10. Understand how to support, motivate, and provide recognition to staff at various stages in career development</p> <p>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' knowledge and skills</p>

E. ORGANIZATIONAL & 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 Regulation</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>

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E. ORGANIZATIONAL & SYSTEMS LEADERSHIP Continued...	
Associated CAPE	Content Knowledge Expectations
	<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 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> <p>E-27. Strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events</p>

F. COMMUNITY LEADERSHIP	
Associated CAPE	Content Knowledge Expectations
<p>19. Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public</p> <p>20. Involving the Community in Helping Achieve the School's Vision and Goals</p>	<p>F-1. Defining an inclusive "school community"</p> <p>F-2. Understand the multiple connections between school, families, and the community</p> <p>F-3. Skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision</p> <p>F-4. Strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs and activities to promote equity and success for all student groups</p> <p>F-5. How to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making</p> <p>F-6. Skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community</p> <p>F-7. Strategies for addressing the concerns of stakeholders who may find change threatening and to overcome barriers to change</p> <p>F-8. Strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote the health, safety, and well-being of all students</p> <p>F-9. Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs</p> <p>F-10. Expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs</p>

Appendix B: California Administrator Performance Expectations (CAPE)

Preamble

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. California leaders recognize, respect, and employ each student's strengths, experiences, and culture as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status to support the learning of every child.

Throughout this set of CAPEs, 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, 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 CAPEs.

1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

1A: Developing a Student-Centered Vision of Teaching and Learning

New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to:

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

1B: Developing a Shared Vision and Community Commitment

New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. During preliminary preparation, aspiring administrators learn how to:

1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders.
2. Use effective strategies for communicating with all stakeholders about the shared vision and goals.
3. Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals.

1C: Implementing the Vision

New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, aspiring administrators learn how to:

1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.
2. Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students.
3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school's vision.
4. Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.
5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed.

2: INSTRUCTIONAL LEADERSHIP

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

2A: Personal and Professional Learning

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

1. Use the California Standards for the Teaching Profession (CSTP) for teachers and the 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. 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.
5. 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. 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.
3. Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.
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.

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 & LEARNING ENVIRONMENT

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

3A: Operations and Resource Management

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

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

3B: Managing Organizational Systems and Human Resources

New administrators 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:

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 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.
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

3C: Managing the School Budget

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

1. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.
2. 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.
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.

4: FAMILY & COMMUNITY ENGAGEMENT

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

4A: Parent and Family Engagement

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

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

4B: Community Involvement

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

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

5: ETHICS AND INTEGRITY

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

5A: Reflective Practice

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

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

5B: Ethical Decision-Making

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

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

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5: ETHICS AND INTEGRITY Continued...

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

5C: Ethical Action

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

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

6: EXTERNAL CONTEXT AND POLICY

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

6A: Understanding and Communicating Policy

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

1. Recognize that any school is part of a larger district, state, and federal 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.

Appendix C: California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators

STANDARD 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION	
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.	
Element	Example Indicators
<p>1A: Student-Centered Vision</p> <p>Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</p>	<p>1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.</p> <p>1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.</p> <p>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.</p> <p>1A-4 Emphasize the expectation that all students will meet content and performance standards.</p>
<p>1B: Developing Shared Vision</p> <p>Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.</p>	<p>1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.</p> <p>1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.</p> <p>1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.</p> <p>1B-4 Align the vision and goals with local, state, and federal education laws and regulations.</p>
<p>1C: Vision Planning and Implementation</p> <p>Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</p>	<p>1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.</p> <p>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.</p> <p>1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.</p>
STANDARD 2: INSTRUCTIONAL LEADERSHIP	
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	
Element	Example Indicators
<p>2A: Professional Learning Culture</p> <p>Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.</p>	<p>2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.</p> <p>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.</p> <p>2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.</p> <p>2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.</p>
<p>2B: Curriculum and Instruction</p> <p>Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.</p>	<p>2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.</p> <p>2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.</p> <p>2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.</p> <p>2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.</p>

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STANDARD 2: INSTRUCTIONAL LEADERSHIP Continued...	
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth	
Element	Example Indicators
<p>2C: Assessment and Accountability</p> <p>Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.</p>	<p>2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.</p> <p>2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.</p> <p>2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.</p> <p>2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning</p> <p>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.</p>

STANDARD 3: MANAGEMENT & LEARNING ENVIRONMENT	
Education leaders manage the organization to cultivate a safe and productive learning and working environment.	
Element	Example Indicators
<p>3A: Operations and Facilities</p> <p>Leaders provide and oversee a functional, safe, and clean learning environment.</p>	<p>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.</p> <p>3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.</p> <p>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.</p> <p>3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.</p>
<p>3B: Plans and Procedures</p> <p>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</p>	<p>3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.</p> <p>3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.</p> <p>3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.</p> <p>3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.</p>
<p>3C: Climate</p> <p>Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</p>	<p>3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.</p> <p>3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.</p> <p>3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.</p>

STANDARD 4: FAMILY & COMMUNITY ENGAGEMENT	
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources	
Element	Example Indicators
<p>4A: Parent and Family Engagement</p> <p>Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</p>	<p>4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.</p> <p>4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.</p> <p>4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.</p> <p>4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.</p> <p>4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.</p>
<p>4B: Community Partnerships</p> <p>Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</p>	<p>4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.</p> <p>4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.</p> <p>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.</p> <p>4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.</p>
<p>4C: Community Resources and Services</p> <p>Leaders leverage and integrate community resources and services to meet the varied needs of all students.</p>	<p>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.</p> <p>4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.</p> <p>4C-3 Work with community emergency and welfare agencies to develop positive relationships.</p> <p>4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.</p>

STANDARD 5: ETHICS & INTEGRITY	
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.	
Element	Example Indicators
<p>5A: Reflective Practice</p> <p>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</p>	<p>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.</p> <p>5A-2 Reflect on areas for improvement and take responsibility for change and growth.</p> <p>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.</p> <p>5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.</p> <p>5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</p>

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STANDARD 5: ETHICS & INTEGRITY Continued...	
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.	
Element	Example Indicators
<p>5B: Ethical Decision-Making</p> <p>Leaders' guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p>	<p>5B-1 Consider and evaluate the potential moral and legal consequences of decisions.</p> <p>5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.</p> <p>5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.</p> <p>5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.</p>
<p>5C: Ethical Action</p> <p>Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.</p>	<p>5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.</p> <p>5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.</p> <p>5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.</p> <p>5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.</p> <p>5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.</p>

STANDARD 6: EXTERNAL CONTEXT & POLICY	
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	
Element	Example Indicators
<p>6A: Understanding and Communicating Policy</p> <p>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</p>	<p>6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.</p> <p>6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.</p> <p>6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.</p> <p>6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.</p> <p>6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.</p>
<p>6B: Professional Influence</p> <p>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.</p>	<p>6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.</p> <p>6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.</p> <p>6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.</p>

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STANDARD 6: EXTERNAL CONTEXT & POLICY Continued...	
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	
Element	Example Indicators
<p>6C: Policy Engagement</p> <p>Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Appendix D: Forms



North Coast School of Education
in Partnership with Placer County Office of Education



Preliminary Administrative Services Credential Program (PASC)
District Advisory Agreement
2017-18

Candidate's Name: _____ District: _____

District Advisors are selected by each candidate for their expertise and ability to provide access to leadership opportunities at the school or district. The District Advisor supports two key aspects of the Preliminary Administrative Services Credential Program: fieldwork and a Leadership Project.

Course Specific Fieldwork: Each course is designed with accompanying fieldwork assignments that help candidates extend and apply their learning to the real world of school administration. Fieldwork assignments include shadowing and interviewing active administrators, attending school/district meetings or events, examining school/district specific data and documents, and observing and critiquing instruction.

Leadership Project (Extended Fieldwork): Candidates also have an extensive fieldwork assignment in the form of the Leadership Project. The purpose of the Leadership Project requires candidates to apply theoretical learning to practice over an extended period of time. In the fall, each candidate begins by researching issues and talking to their site, district, or other local administrator about problems or needs that might form the basis of a year-long project or study in which the candidate can take a leadership role. Candidates ask an experienced and current district administrator to serve as their District Advisor and identify one or two potential subjects for their project. Each candidate writes a project proposal that is reviewed and approved by the District Advisor and the PASC Regional Director.

Proposals include:

- Description of the need for the project
- CAPEs that will be demonstrated during implementation
- Candidate's specific leadership role
- Data and artifacts that will be collected
- Anticipated outcomes
- Detailed reflection and self-assessment of the leadership strategies utilized during the project and lessons learned

Leadership Projects must place the candidate in a significant and active leadership role with other adults. The District Advisor provides feedback throughout the project planning and implementation, and facilitates access to the groups, data, resources, etc. needed to successfully complete the project.

At the end of the year, each candidate prepares and presents a 30 minute professional presentation on their project to a panel of veteran administrators.

Key roles of the District Advisor:

- Assist the candidate by providing access to district personnel, documents and resources needed for fieldwork (administrators, budget, LCAP, safety plan, etc.)
- Advise the candidate in the development and implementation of a Leadership Project.
- Provide knowledge and assistance as it relates to the candidate's growth and development toward successful completion of the program

District Advisor Name: _____ Title: _____

Email: _____ Phone: () _____

I accept the role of District Advisor for the 2017-2018 year.

District Advisor Signature: _____ Date: _____

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North Coast School of Education
in Partnership with Placer County Office of Education



Preliminary Administrative Services Credential Program (PASC)
Project Proposal
(to be filled out electronically)
2017-18

idate: _____

DESCRIBE THE PROJECT:	
BACKGROUND/NEED FOR THE PROJECT:	
LEADERSHIP CAPES AND CES ADDRESSED:	
SPECIFIC LEADERSHIP ROLE:	
ANTICIPATED ARTIFACTS AND DATA TO BE COLLECTED:	
STAKEHOLDERS DIRECTLY INVOLVED IN PROJECT:	
ANTICIPATED OUTCOMES:	
TIMELINE:	
ANTICIPATED LEADERSHIP STRATEGIES TO BE APPLIED:	
ASSIGNED DISTRICT COACH/TITLE:	

District Coach Sign Off: _____ Name: _____

PROJECT APPROVED REVISION NEEDED

Comments: _____

Regional Director Initials: _____

**Preliminary Administrative Services Credential Program
(PASC)**

**District Advisory Agreement
2017-18**

Candidate's Name: _____ District: _____

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- Provide knowledge and assistance as it relates to the candidate's growth and development toward successful completion of the program

District Advisor Name: _____ Title: _____

Email: _____ Phone: () _____

I accept the role of District Advisor for the 2017-2018 year.

District Advisor Signature: _____ Date: _____

**Preliminary Administrative Services Credential Program (PASC)
Project Proposal
2017-18**

Candidate: _____

DESCRIBE THE PROJECT:
BACKGROUND/NEED FOR THE PROJECT:
LEADERSHIP CAPES AND CES ADDRESSED:
SPECIFIC LEADERSHIP ROLE:
ANTICIPATED ARTIFACTS AND DATA TO BE COLLECTED:
STAKEHOLDERS DIRECTLY INVOLVED IN PROJECT:
ANTICIPATED OUTCOMES:
TIMELINE:
ANTICIPATED LEADERSHIP STRATEGIES TO BE APPLIED:
ASSIGNED DISTRICT COACH/TITLE:

District Coach Sign Off: _____ Name: _____

PROJECT APPROVED REVISION NEEDED

Comments: _____

Regional Director Initials: _____

Appendix E: Syllabi

Preliminary Administrative Services Credential Course Schedule 2017-18

*Final course dates and titles subject to change.
Courses are held from 8:30 AM – 4 PM (1/2 hour lunch)
at SCOE, 5340 Skylane Blvd, Santa Rosa, except where noted.*

Course Date	Course Title	Online Instruction
August 26	State of Education and Your Leadership Program Overview and Orientation/ Technology Component Instructor: Anna Moore	N/A
September 9 September 23 October 7	EDA 631: Development and Implementation of a Shared Vision Instructor: Gail Ahlas	5 hours
October 21 November 4 November 18 December 2	EDA 632: Instructional Leadership Instructor: Noel Buehler	6 hours
December 16 January 6 January 20 February 3	EDA 633: Organizational and Systems Leadership Instructor: Barbara Bickford	6 hours
February 10 February 24 March 10	Working with Diverse Families and Communities Instructor: Carmen French	5 hours
April 7 April 21 April 28	Political, Social and Legal Understanding Instructor: Steve Jorgenson	5 hours
May 5 May 19 June 2	Professional Growth and Personal Ethics Instructor: Keller McDonald	5 hours
June 9	End-of-year Project and Practice	N/A
June 23	Symposium (EOY Project Presentations) <i>9:00 – 11:00 am</i>	N/A
June 25	Evening Graduation Event <i>6:00 – 8:00 pm (location TBD)</i>	N/A

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EDA 631: Development and Implementation of a Shared Vision

Course Instructor: Gail Ahlas

Course Description

EDA 631 provides an overview of the role of the leader in developing and implementing a shared vision of learning and growth for all students. Credential candidates will learn how to use multiple measures of data to shape a collective vision that is focused on equitable access, opportunities and success for all students. They will also learn to engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders, as well as, how to guide and monitor decisions, actions and outcomes in light of the vision and goals.

Course Outcomes/Candidate Competencies

In this course candidates will articulate a clear vision of teaching and learning for a school that is aligned to LEA's vision and goals:

- Create a process for involving staff, students, parents and community members in the development of a shared, student-centered vision using evidenced-based practices grounded in theories of educational leadership, facilitation, collaboration and the change process
- Develop a shared commitment to the vision among all members of the school community by building trusting relationships, analyzing data, seeking and valuing stakeholder input, and facilitating a process to reach consensus
- Explore strategies for implementing the shared vision by establishing data-driven, measurable goals; aligning decisions and actions, distributing leadership responsibilities; using technology and data monitoring tools; leveraging and marshal resources; and developing the capacity of teams
- Analyze ways to lead a school staff in collectively monitoring progress and shaping programs and activities so they are articulated across grade levels and consistent with the vision; and how to identify and address barriers to full implementation of the vision
- Examine the concept of leading by example, modeling the vision through actions, a growth mindset, genuine collaboration and continuous learning; and holding oneself and others accountable for the learning of all students
- Promote implementation of a vision that ensures equity and justice for all students, models inclusive practices and culturally responsive teaching, and closes achievement gaps
- Explore the use of shared leadership by using a collective network of resources to meet the academic, physical, social, and emotional needs of all students
- Communicate effectively and interactively with a wide variety of audiences, to share information, analyze data and build consensus for continuous improvement

Course Text(s)

- *Learning in a Culture of Change*, by Michael Fullan
- *How to Make Meetings Work*, by Michael Doyle
- Other readings in the form of articles, studies, scenarios will be assigned by the instructor.

Fieldwork

Collect and analyze a school or district's vision and mission and identify evidence of its implementation within the school and community:

- Interview a principal about the vision for his/her school, the process used to establish a common vision, and how the vision is communicated, maintained, monitored and adjusted
- Analyze how a local leader's actions promote the vision and model expectations aligned to the vision
- Identify examples of shared leadership at the site/organization. Analyze the roles, functions, and communication structures that make shared leadership effective or ineffective.

Online Professional Learning Community Topics

Given a description of a school's key structures, programs and student data, discuss whether the school is designed to meet the needs of all students. Discuss changes that are recommended:

- As a principal, how will you design a process to involve diverse stakeholders in developing a common vision that when attained will ensure the success of all students?
- As principal you have agreed to a common vision (example provided). How will you reinforce the vision through your communication, your actions, your modeling?
- Given a reading on personality styles and responses to change, describe how you will apply this information and develop a strategy to systematically move a staff toward a shared vision for the school?

End of Course Essay (5-7 pages)

Candidates complete a 5 to 7 page essay at the end of each course to demonstrate understanding of the performance expectations and the supporting content expectations. Course instructors will grade essays using the rubric "demonstrates minimal understanding, demonstrates adequate understanding, and demonstrates strong understanding." Candidates who do not demonstrate adequate understanding will be required to resubmit a revised paper.

Development and Implementation of a Shared Vision Essay Content:

- Summarize key learning from the course
- Given a description of a school and staff (provided by instructor), outline a plan for involving staff, students, parents and community members in the development and implementation of a shared, student-centered vision

Course Grading

This course is graded as "meets standard" or "does not meet standard." A "does not meet standard" will require the candidate to work with the course instructor to complete any missing assignments and demonstrate understanding of the course outcomes and competencies.

Disability Accommodations

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate must provide the Sonoma County Office of Education's Human Resources with documentation that describes the specific disability (i.e., psychologist, physician, or educational diagnostician). Candidates with disabilities should contact the PASC Regional Director 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.

EDA 632: Instructional Leadership

Course Instructor: Noel Buehler

Course Description

EDA 632 provides an understanding of how leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Credential candidates will learn how to promote and support the implementation of standards, pedagogical skills, effective instructional practices, and student assessments through the promotion of a culture that engages staff in individual and collective professional learning and results in continuous improvement and high performance. Candidates will learn how to develop and use assessment and accountability systems to monitor, improve and extend educator practice, and achieve program outcomes and student learning.

Course Outcomes/Candidate Competencies

In this course candidates will:

- Describe processes for evaluating, analyzing and providing feedback on effective classroom instruction
- Understand the importance of the school and community context and instructional implications of cultural/linguistic, socioeconomic and political factors
- Describe how to establish, nurture and sustain a positive culture for learning that emphasizes high expectations and an instructional program that promotes success for all student groups
- Lead the development and implementation of a culture of individual and collective accountability and implement accountability and monitoring systems grounded in standards based teaching and learning
- Understand California's K-12 student academic content standards, state adopted assessment systems, effective college and career readiness activities, and standards based curricula and adopted instructional programs
- Describe barriers to learning such as discriminatory practices and personal and institutional bias, steps to eliminate these barriers as well as the principles of educational equity and diversity and how to provide equitable access to the school, curriculum and programmatic supports to all groups of students and their parents/guardians
- Communicate with the school community about school-wide outcomes and improvement goals
- Understand the principles of adult learning theory and their use in designing, facilitating and implementing effective, motivating, and data-driven professional development focused on authentic problems and improving student learning
- Implement teacher observation and evaluation systems as well as methods for providing constructive feedback to teachers grounded in standards based teaching and learning, classroom observations, and analysis of student work and assessments
- Understand how to create a dynamic learning environment that integrates technology, includes appropriate instructional practices for all learners including ELs, students with special needs and students who are gifted/talented, and which promotes student engagement and understanding of learning objectives
- Create classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals; facilitate active learning; and promote student reflection and inquiry
- Articulate policies and practices for determining student learning needs, placing students in appropriate learning contexts and ensuring full access to the curriculum for all students
- Describe types of evidence and data needed to support evidence based decision-making regarding instructional improvement and change, as well as techniques for identifying, analyzing and evaluating various types of data in order to make instructional and programmatic decisions
- Understand how to use data to assess and diagnose instructional needs and define staff goals for continual improvement, and how to increase staff capacity through self-assessment, self-reflection, and systems of support
- Understand the purpose, role and use of multiple assessments for evaluating student learning and a process for developing appropriate and effective classroom assessments
- Describe support methods for promoting effective teaching and improved performance for all staff, including, mentoring, coaching, observation, feedback, teacher induction, staff professional development and Professional Learning Communities.

Course Text(s)

- *Leading for Instructional Improvement*, Stephen Fink and Anneke Markholt
- *School Leadership for Results*, Beverly Carrough, Robert Marzano and Michael Toth
- Other readings in the form of articles, studies, scenarios will be assigned by the instructor

Fieldwork

Complete a Cultural Shifts of PLCs assessment of current school site and bring results to share and discuss.

- Using the 5 Dimensions of Teaching and Learning, observe a colleague's classroom and collect information related to the rubric.
- Shadow and English Learner and observe and record student-to-teacher interaction and student engagement. Or, interview the parent of a student from an underperforming/underserved subgroup about their needs and assessment of the school's instructional support.
- Interview a principal about his/her role as an instructional leader, including strategies used to maximize influence on instructional practice.

Online Professional Learning Community Topics

Discuss strategies you would use to build functioning teacher PLCs and move from private instructional practice to collaborative practice.

- Observe a video clip of a teacher's instruction (provided). Model the conversation you would have with the teacher about the lesson.
- After reading two short case studies (provided) that indicate a student achievement gap, discuss the causes and possible solutions.
- Given a school scenario, discuss a marketing plan for communicating school improvement goals to parents, staff and the broader community.

End of Course Essay (5-7 pages)

Candidates complete a 5 to 7 page essay at the end of each course to demonstrate understanding of the performance expectations and the supporting content expectations. Course instructors will grade essays using the rubric "demonstrates minimal understanding, demonstrates adequate understanding, and demonstrates strong understanding." Candidates who do not demonstrate adequate understanding will be required to resubmit a revised paper.

Instructional Leadership Essay Content:

- Summarize key learning from the course
- Using the Guiding Questions for the 5 Dimensions of Teaching and Learning (*Leading for Instructional Improvement* p. 93), self-assess your own instructional practice and outline areas for improvement

Course Grading

This course is graded as "meets standard" or "does not meet standard." A "does not meet standard" will require the candidate to work with the course instructor to complete any missing assignments and demonstrate understanding of the course outcomes and competencies.

Disability Accommodations

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate must provide the Sonoma County Office of Education's Human Resources with documentation that describes the specific disability (i.e., psychologist, physician, or educational diagnostician). Candidates with disabilities should contact the PASC Regional Director 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.

EDA 633: Organizational and Systems Leadership

Course Instructor: Barbara Bickford

Course Description

EDA 633 prepares new leaders to understand and manage the complex interactions of all the school's systems in order to promote teaching and learning and systematic school improvement. This course will emphasize the importance of appropriate use of data for needs identification and ongoing progress monitoring, theories and best practices in school improvement, and the broad and integrated use of resources. The course will cover operations and facilities, budgeting and resource alignment, human resources, and safe, respectful and equitable learning environments.

Course Outcomes/Candidate Competencies

In this course candidates will:

- Assess and monitor system performance through research-based strategies and best practices for establishing, monitoring and evaluating organizational structures, processes, and systems that focus on collaboration, continuous improvement and use of data
- Examine theories and best practices related to school improvement and management of change to establish a growth mindset, implement a school improvement plan, and implement a systematic process to document and evaluate progress
- Collaborative with stakeholders to revise the school improvement plan based on multiple sources of data, including evidence of implementation and student outcomes
- Implement the school growth plan by creatively using district and community resources
- Explore the use data related to student learning and teacher practice in determining needs, planning and problem solving, developing and implementing a school growth plan, and allocating fiscal and material resources focused on the maximum benefit to all students
- Analyze technology systems and tools to support the school vision and the management of school operations; and effectively communicate, manage information and data, and manage the various systems within the organization
- Examine procedures for recruiting, selecting, hiring, inducting, developing and retaining staff
- Coordinate human and physical and fiscal resources by strategically staffing courses, allocating and using space and equipment to maximize student and staff growth and develop organizational capacity
- Analyze the structure of school finance in California, involve key stakeholders to collaboratively develop the school budget aligned to the school vision and goals, use appropriate record keeping and accounting processes to monitor expenditures, and communicate accurate financial information and the impact of resource use on student outcomes
- Examine procedures, practices and legal requirements for managing auxiliary services (food services, health services, transportation, etc.)
- Develop a plan for implementation of practices and procedures to sustain a safe, efficient, clean, well-maintained and productive environment including development of a school safety plan, procedures for ensuring student, staff and building security, and crisis response and emergency management
- Explore the relationships between student behavior systems and student success and facilitate culturally responsive, equitable, research-based classroom management and school-wide positive behavior intervention and multi-tiered systems of support that address the social and mental health needs of all students
- Communicate 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, and understand and apply principles of conflict resolution
- Examine strategies for building staff capacity for improvement through systematic support and professional development, including opportunities for job embedded continuous learning, reflection and self-assessment relative to student outcomes

Course Texts

- *The Principal*, by Michael Fullan
- *From Leading to Succeeding*, by Douglas Reeves
- *Coherence*, by Michael Fullan
- Other readings in the form of articles, studies, scenarios will be assigned by the instructor

Online Professional Learning Community Topics

- Discuss strategies you would use to build functioning teacher PLCs and move from private instructional practice to collaborative practice.
- Observe a video clip of a teacher's instruction (provided). Model the conversation you would have with the teacher about their lesson.
- After reading two short case studies (provided) that indicate a student achievement gap, discuss the causes and possible solutions.
- Given a scenario, discuss a marketing plan for communicating school improvement goals to parents, staff and the broader community.

End of Course Essay (5-7 pages)

Candidates complete a 5 to 7 page essay at the end of each course to demonstrate understanding of the performance expectations and the supporting content expectations. Course instructors will grade essays, “demonstrates minimal understanding, demonstrates adequate understanding, and demonstrates strong understanding.” Candidates who do not demonstrate adequate understanding will be required to resubmit a revised paper.

Organizational and Systems Leadership Essay Content:

- Summarize key learning from the course
- Create an abbreviated sample improvement plan for School X (information provided)
- Share a school description and data set (given) with an experienced “change leader.” With their help, analyze data and set growth goals. Gather insights and strategies for identifying school problem areas and developing strategies for improvement.
- Review a school budget and analyze how resources are used
- Examine a school discipline plan/program and school data on discipline; reflect on equity and program effectiveness
- Review a school or district safety plan

Course Grading

This course is graded as “meets standard” or “does not meet standard.” A “does not meet standard” will require the candidate to work with the course instructor to complete any missing assignments and demonstrate understanding of the course outcomes and competencies.

Disability Accommodations

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate must provide the Sonoma County Office of Education's Human Resources with documentation that describes the specific disability (i.e., psychologist, physician, or educational diagnostician). Candidates with disabilities should contact the PASC Regional Director 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.

EDA 634: Working with Diverse Families and Communities

Course Instructor: Carmen French

Course Description

EDA 634 provides an understanding of the educational leader's role in collaborating with families and other stakeholder to address diverse student and community interests and needs. Credential candidates will learn how to meaningfully involve all parents and families, including underrepresented communities, in student learning and programs. They will learn how to establish community partnerships and leverage and integrate community resources and services to meet the varied needs of all students. Candidates will understand principles of equity and diversity and learn to identify and eliminate discriminatory practices and personal and institutional biases.

Course Outcomes/Candidate Competencies

In this course candidates will:

- Define an inclusive school community and understand the multiple connections between school, families and the community
- Analyze strategies for effectively communicating the shared vision and for involving the community in helping achieve the school's vision and goals
- Compare and contrast strategies for building community capacity and involving the community in ongoing reflection of school achievement, student outcomes, and school improvement
- Promote skills and strategies for engaging all parents/guardians in the instructional program and behavior management systems
- Examine how to best address diverse expectations, needs, goals and aspirations of family and community groups and incorporate this information in planning and decision making
- Articulate strategies for developing, nurturing, mobilizing and leveraging community support for the school, its programs, and activities to promote equity and student success for all groups
- Explore principles of educational equity and diversity, and use strategies to provide equitable access to the school, curriculum and support systems to all groups of students
- Determine discriminatory practices and personal and institutional biases that create barriers to learning, and take steps to minimize or eliminate these barriers
- Examine ways to respond to equity issues related to race, diversity, and access using inclusive practices
- Create skills and strategies for trust, team and consensus building, conflict resolution, and for promoting a sense of shared responsibility among all members of the multicultural educational community
- Explore strategies for addressing the concerns of stakeholders and understand the change process as well as strategies for overcoming barriers to change
- Communicate 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
- Build partnerships by effectively utilizing community resources for student health, safety and well-being
- Examine mental health conditions and understand roles of a broad range of support staff and mental health professionals; understand how to identify and access resources to address complex student and family problems

Course Texts

- *Beyond the Bake Sale*, by Anne Hendersen
- Other readings in the form of articles, studies, scenarios will be assigned by the instructor.

Field work

Attend a School Site Council Meeting and reflect on parent involvement:

- Interview a parent from a background different from your own and ask about their goals for their child and their perception of the school
- Review the district LCAP and identify the actions aimed at meeting the needs of student subgroups and the use of supplemental and concentration funds
- Use the Family Engagement Framework to reflect on a school's efforts to actively include all families

Online Professional Learning Community Topics

- A scenario involving teacher bias and the suspension of a minority student
- A scenario that requires accessing multiple sources of support for a student and family
- A scenario that requires the principal to explain to a parent group why certain resources should be allocated to support English learners
- A scenario involving the mistreatment of Muslim children at school

End of Course Essay (5-7 pages)

Candidates complete a 5 to 7 page essay at the end of each course to demonstrate understanding of the performance expectations and the supporting content expectations. Course instructors will grade essays, “demonstrates minimal understanding, demonstrates adequate understanding, and demonstrates strong understanding.” Candidates who do not demonstrate adequate understanding will be required to resubmit a revised paper.

Working with Diverse Families and Communities Essay Content:

- Summarize key learning from the course
- As a leader, describe how you would address cultural, linguistic, socioeconomic differences at school

Course Grading

This course is graded as “meets standard” or “does not meet standard.” A “does not meet standard” will require the candidate to work with the course instructor to complete any missing assignments and demonstrate understanding of the course outcomes and competencies.

Disability Accommodations

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate must provide the Sonoma County Office of Education's Human Resources with documentation that describes the specific disability (i.e., psychologist, physician, or educational diagnostician). Candidates with disabilities should contact the PASC Regional Director 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.

EDA 635: Professional Growth and Personal Ethics

Course Instructor: Keller McDonald

Course Description

EDA 635 provides an understanding of the value of lifelong learning and job related professional growth and the importance of leaders modeling and behaving in ways that demonstrate professionalism, ethics, integrity, justice and equity. Credential candidates will learn how to hold staff to high ethical standards and how to help teachers improve professional practice; and how to facilitate a variety of professional and personal growth opportunities for faculty, staff, parents and other members of the school community.

Course Outcomes/Candidate Competencies

In this course candidates will:

Examine the principles of adult learning theory and their use in designing, facilitating and implementing effective, data-driven professional development:

- Evaluate the use of staff time for purposes of implementing professional development to meet individual and school goals.
- Analyze effective strategies to help staff develop collaboration skills, participate in distributed leadership, share decision making and problem solving to inspire higher levels of performance, commitment and motivation.
- Examine the concept of modeling for self-improvement and continuous learning by reflecting on, and monitoring, one's own performance, including reflection on one's personal leadership practices and their influence on others.
- Develop and implement professional induction plans for new teachers.
- Evaluate a variety of professional growth strategies and tools, including mentoring, coaching, observation and feedback, to improve teaching and performance.
- Examine the analysis and use of data to determine professional development needs, measure the impact and effectiveness of professional development, and differentiate professional development to meet needs and achieve goals.
- Develop methods and approaches to providing constructive feedback to teachers based on classroom observation and analysis of assessments and student work.
- Determine how to build staff capacity through systems of support that emphasize professional learning communities, reflection and analysis on the impact of instruction, shared responsibility for learning, and ongoing reflection and self-assessment.
- Examine how best to support, motivate and recognize staff at various stages of their career.
- Explore effective strategies to involve parents and the community in providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills.
- Define a personal code of ethics, and guide and support personal and collective actions using relevant evidence and research to make fair and equitable decisions.
- Examine 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.
- Develop a climate of trust and mutual respect, and communicate about, model and hold self and others accountable for personal and professional ethics, integrity, justice and fairness.

Course Text(s)

- *Ethical Leadership*, by Robert Starratt
- *Transforming Professional Development Into Student Results*, by Doug Reeves
- *Ethics and Politics in Schools*, by Brierton
- Other readings in the form of articles, studies, scenarios will be assigned by the instructor.

Field work

- Interview the administrator in charge of professional development for the district and discuss how goals are determined and what data influence planning
- Interview an administrator involved with new teacher induction or a BTSA coach and identify strategies for targeting growth and self-reflection in new teachers
- Identify examples of inequitable practices at a school site and reflect on solutions
- Interview a leader about their personal code of ethics

Online Professional Learning Community Topics

- Given a scenario involving the misuse of positional power, analyze the administrator's behaviors and discuss alternative strategies.
- Discuss stages of moral development and implications for working with groups.
- Given a scenario involving distrust and unprofessional behavior among staff members, discuss how you would model and hold staff to higher standards.
- Discuss a plan for providing targeted professional development for teachers.

End of Course Essay (5-7 pages)

Candidates complete a 5 to 7 page essay at the end of each course to demonstrate understanding of the performance expectations and the supporting content expectations. Course instructors will grade essays, “demonstrates minimal understanding, demonstrates adequate understanding, and demonstrates strong understanding.” Candidates who do not demonstrate adequate understanding will be required to resubmit a revised paper.

Professional Growth and Personal Ethics Essay Content:

- Summarize key learning from the course
- Describe your personal code of ethics and how it will influence your leadership

Course Grading

This course is graded as “meets standard” or “does not meet standard.” A “does not meet standard” will require the candidate to work with the course instructor to complete any missing assignments and demonstrate understanding of the course outcomes and competencies.

Disability Accommodations

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate must provide the Sonoma County Office of Education's Human Resources with documentation that describes the specific disability (i.e., psychologist, physician, or educational diagnostician). Candidates with disabilities should contact the PASC Regional Director 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.

EDA 636: Political, Social and Legal Understanding

Course Instructor: Steve Jorgenson

Course Description

EDA 636 provides an understanding of the broader political, social and legal influences on education. Credential candidates will learn about federal, state, and local laws, regulations and guidelines related to public schools; student and staff rights; procedures for disciplining students and staff; collective bargaining; record keeping and privacy. Candidates learn how education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policy and practices.

Course Outcomes/Candidate Competencies

In this course candidates will:

- Analyze the political, social, economic and cultural context of education; understand the structure and organization of public schooling and the policies and practices designed to provide equitable and democratic schooling for all students
- Examine theories and strategies for communicating with and involving multiple constituencies in identifying school needs and improving student learning opportunities and outcomes for all student groups
- Evaluate effective, legal, equitable and ethical procedures for evaluating, disciplining, and dismissing staff
- Examine labor relations and collective bargaining processes and implement and manage contracts within the school setting
- Explore the constitutional rights and protections for students and staff and the role of the administrator in ensuring compliance with these rights and protections
- Analyze specific laws and policies related to students with disabilities, English learners, parents/guardians, mandated reporting, privacy and confidentiality, technology and liability, and ensure that the school operates within the parameters of applicable laws, policies and regulations
- Critique ways to manage legal and contractual agreements and records and related technology in a way that fosters a professional work environment and ensures privacy and confidentiality for all students and staff
- Analyze effective communication skills including public speaking advocacy, diplomacy, writing (expository, persuasive and narrative) and presentation skills necessary to advocate for the school, its accomplishments and needs
- Explore ways in which to respond effectively to unpredictable circumstances or unintended consequences of decisions or events

Course Text

- *FRISK*, General Education Edition by Atkinson, Andelson, Loya, Ruud and Romo
- *Dismissal Doesn't Have to be Difficult*, by Chet Elder

Field work

- Select a legal issue to research, and interview an administrator responsible for handling that issue/situation in your district.
- Interview a special education administrator about laws and policies related to special education students.
- Look at a copy of a collective bargaining agreement. Half the class will interview a union representative and half a manager on the negotiating team.
- Interview an administrator knowledgeable about technology security and current issues and concerns.

Online Professional Learning Community Topics

- A scenario involving a high school student and free speech
- A scenario that requires disciplining a staff member
- A scenario involving an unexpected news report that requires a quickly planned response
- A scenario involving confidentiality

End of Course Essay (5-7 pages)

Candidates complete a 5 to 7 page essay at the end of each course to demonstrate understanding of the performance expectations and the supporting content expectations. Course instructors will grade essays, “demonstrates minimal understanding, demonstrates adequate understanding, and demonstrates strong understanding.” Candidates who do not demonstrate adequate understanding will be required to resubmit a revised paper.

Political, Social and Legal Understanding Essay Content:

- Summarize key learning from the course
- As principal, write a sample newsletter to the community promoting your school’s accomplishments and next steps (needs)

Course Grading

This course is graded as “meets standard” or “does not meet standard.” A “does not meet standard” will require the candidate to work with the course instructor to complete any missing assignments and demonstrate understanding of the course outcomes and competencies.

Disability Accommodations

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate must provide the Sonoma County Office of Education’s Human Resources with documentation that describes the specific disability (i.e., psychologist, physician, or educational diagnostician). Candidates with disabilities should contact the PASC Regional Director 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.