

California Administrator Performance Expectations (CAPEs) Self-Assessment

Preamble

The administrator at a school site has numerous responsibilities that ultimately lead to the improvement of the performance of all students in the school. By acquiring the skills, attitudes and behaviors as outlined in the following professional standards for educational leaders, students have the best opportunity to achieve the mission and vision of the district and to meet the expectations of high standards for student learning. Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

Directions: Rate yourself on each dimension of each standard using the following scale:

5 = Excellent; 4 = Above Average; 3 = Average; 2 = Needs Improvement; 1 = Needs Experience

Rate yourself at the beginning of field experience (1) and once again at the end (2).

Standard 1: Visionary Leadership

Development and Implementation of a Shared Vision:

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

Element 1A

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.

Candidate will:

1. ___ 2. ___ **1A-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.

1. ___ 2. ___ **1A-2** Analyze available student and school data from multiple sources to develop a site-specific vision and mission.

1. ___ 2. ___ **1A-3** Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission.

1. ___ 2. ___ **1A-4** Analyze and align the school's vision and mission to the district's goals

1. ___ 2. ___ **1A-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.

1. ___ 2. ___ **1A-6** Communicate the school's vision of teaching and learning clearly to staff and stakeholders.

Element 1B

Developing a Shared Vision and Community Commitment

New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individuals and entities within the California education system that shape staff and community involvement.

Candidate will:

1. ___2. ___1B-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.

1. ___2. ___1B-2 Use effective strategies for communicating with all stakeholders about the shared vision and goals.

1. ___2. ___1B-3 Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission, and goals.

Element 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 process required to continuously improve teaching and learning.

Candidate will:

1. ___2. ___1C-1 Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals

1. ___2. ___1C-2 Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students

1. ___2. ___1C-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

1. ___2. ___1C-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

1. ___2. ___1C-5 Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed

Standard 2: Instructional Leadership

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

Element 2A

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

Candidate will:

1. ___2. ___2A-1 Use the CSTP for teachers and the CAPE and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves

1. ___2. ___2A-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

1. ___2. ___2A-3 Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPE, and CPSEL.

1.__2.__2A-4 Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.

Element 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

Candidate will:

1.__2.__2B-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

1.__2.__2B-2 Establish and maintain high learning expectations for all students

1.__2.__2B-3 Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all student

1.__2.__2B-4 Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success

Element 2C

Supporting Teachers to Improve Practice

New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.

Candidate will:

1.__2.__2C-1 Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.

1.__2.__2C-2 Use state-adopted professional standards (e.g., CAPE, CPSEL, and CSTP) with staff and the community as a foundation to guide professional learning.

1.__2.__2C-3 Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.

Element 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.

Candidate will:

1.__2.__2D-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.

1.__2.__2D-2 Use the principles of reflective feedback to guide instructional improvement.

1.__2.__2D-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.

Standard 3: Management and Learning Environment

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

Element 3A

Operations and Facilities

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.

Candidate will:

1. 2. 3A-1 Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.

1. 2. 3A-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 and opportunities and resources and positive outcomes for all students.

1. 2. 3A-3 Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.

1. 2. 3A-4 Use technology to effectively facilitate communication, manage information, enhance collaboration, and support effective management of the school.

1. 2. 3A-5 Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.

Element 3B

Managing Organizational Systems and Human Resources

New administrators know the importance of established structures, policies and practices that lead to all student graduating ready for college and career.

Candidate will:

1. 2. 3B-1 Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.

1. 2. 3B-2 Apply labor relations processes and collective bargaining in CA and their application to contract implementation and management at the local level.

1. 2. 3B-3 Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.

Element 3C

School Climate

New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students, and families.

Candidate will:

1. 2. 3C-1 Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.

1. 2. 3C-2 Recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.

1. ___ 2. ___ **3C-3** Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive, and restorative strategies to address diverse student and school needs.

Element 3D

Managing the School Budget and Personnel

New administrators know how effective management of staff and the school's budget supports student and site needs.

Candidate will:

1. ___ 2. ___ **3D-1** Observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments.

1. ___ 2. ___ **3D-2** Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice.

1. ___ 2. ___ **3D-3** Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being.

1. ___ 2. ___ **3D-4** Apply foundational laws and regulations pertaining to CA school finance, federal and state program funding, and local allocations.

1. ___ 2. ___ **3D-5** Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.

1. ___ 2. ___ **3D-6** Use various technologies related to financial management and business procedures.

1. ___ 2. ___ **3D-7** Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures, including financial record keeping and accounting.

Standard 4: Family and Community Engagement

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

Element 4A

Parent and Family Engagement

New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement

Candidate will:

1. ___ 2. ___ **4A-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.

1. ___ 2. ___ **4A-2** Create and promote a welcoming environment for family and community participation.

1. ___ 2. ___ **4A-3** Recognize and respect family goals and aspirations for students.

1. ___ 2. ___ **4A-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.

Element 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.

Candidate will:

1. ___ 2. ___ **4B-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.

1. ___ 2. ___ **4B-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.

1. ___ 2. ___ **4B-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.

1. ___ 2. ___ **4B-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.

Standard 5: Ethics and Integrity

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

Element 5A

Reflective Practice

New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.

Candidate will:

1. ___ 2. ___ **5A-1** Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.

1. ___ 2. ___ **5A-2** Use a professional learning plan to focus on personal and professional growth in order to achieve the school's vision and goals.

1. ___ 2. ___ **5A-3** Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.

1. ___ 2. ___ **5A-4** Maintain a high standard of professionalism, ethics, integrity, justice, and equity, and expect the same behavior of others.

Element 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.

Candidate will:

1. ___ 2. ___ 5B-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.

1. ___ 2. ___ 5B-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.

1. ___ 2. ___ 5B-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.

Element 5C

Ethical Action

New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.

Candidate will:

1. ___ 2. ___ 5C-1 Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.

1. ___ 2. ___ 5C-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.

1. ___ 2. ___ 5C-3 Use personal and professional ethics as a foundation for communicating the rationale for their actions.

Standard 6: External Context and Policy

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

Element 6A

Understanding and Communicating Policy

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

Candidate will:

1. ___ 2. ___ 6A-1 Recognize that any school is part of a larger district, state, and federal context that is influenced by political, social, economic, legal, and cultural factors.

1. ___ 2. ___ 6A-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.

1. ___ 2. ___ 6A-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.

1. ___ 2. ___ 6A-4 Operate within legal parameters at all levels of the education system.

Element 6B

Representing and Promoting the School

New administrators understand that they are a spokesperson for the school's accomplishments and needs.

Candidate will:

1.__2.__6B-1 Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.

1.__2.__6B-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.

1.__2.__6B-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.

1.__2.__6B-4 Involve stakeholders in helping address the school's challenges as well as sharing in its successes.