



**SAN DIEGO STATE
UNIVERSITY**

Educational Leadership
College of Education
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1190
Tel: 619-594-4063
Fax: 619-594-3825
E-Mail: edl@mail.sdsu.edu

Summer 2020

Dear Candidate:

Congratulations on being selected as a member of the Preliminary Administrative Services Credential Program cohort. You are embarking on a wonderful mission to increase educational opportunities for all PreK-12 students.

School leadership is a compelling responsibility that requires positive dispositions and a well-developed skill and knowledge base. The Department of Educational Leadership (EDL) faculty is confident that we have selected wisely and you will be successful in making schools better places.

The SDSU Educational Leadership Program will provide you with skills and knowledge through a variety of coursework and field experiences that are tied to the California Administrator Performance Expectations (CAPEs). Your fieldwork experiences will provide you with the opportunity to apply those skills and be supervised by university supervisors along with your site principal.

Your cohort is your learning community. Achieving all the requirements for the credential in three semesters and the masters in five semesters will require commitment and dedication. It can only happen through your hard work, flexibility, perseverance and professional attitude. Your cohort will serve as a support system providing encouragement as needed.

The faculty and staff in the Educational Leadership Department are here to assist you in any way. Please do not hesitate to call with your questions and/or concerns.

Our best wishes for a very productive experience.

Sincerely,

EDL Department Personnel

Table of Contents

The Educational Leadership Department

Professional Leadership Expectations: Behaviors and Dispositions	2
Preliminary Administrative Credential and Master's Degree Requirements	
Course Sequence	3
Fieldwork Experiences.....	3
California Administrator Performance Assessment (CalAPA)	4
Master's Degree.....	5
Master's Research Project and Culminating Exam.....	5
Performance Expectations of All Credential/Master's Candidates	6
Web Based Tools Used in the Program	6
Candidate Appeal Process	7
Upon Completion of the Program	8
Appendix	9
<ul style="list-style-type: none">• Definition of Equity in Education• Five Types of Equity-Driven Leadership Thinking• Equity Index• Professional Leadership Expectations: Behaviors and Dispositions• 2019-2020 Course Sequence• Fieldwork Agreement: Candidate• Fieldwork Agreement: Mentor Principal• Self-Assessment of Leadership Dispositions• TaskStream Instructions• California Administrator Performance Expectations (CAPES)	

THE EDUCATIONAL LEADERSHIP DEPARTMENT

The mission of the Educational Leadership Department is to prepare future school leaders who desire to make a powerful difference in the lives of students. The EDL Department is committed to developing the skills and dispositions of future leaders who want to:

- Learn** how to respond to emerging challenges and opportunities facing schools,
- Lead** and nurture the capacity of others toward a vision of excellence for all demographic groups of students, and
- Transform** schools into dynamic learning communities that focus on results.

The Educational Leadership Department aspires to develop equity-driven school leaders who provoke action by insisting that gaps in opportunities to learn are eliminated. In pursuit of this endeavor, leaders must create the conditions necessary for all students to set goals and achieve in school and in life. To create the necessary conditions, future leaders must possess certain leadership dispositions and enact equity-driven responsibilities.

Professional Leadership Expectations: Behaviors and Dispositions of Equity-Driven Leaders

Leaders are grown; not born. The art and science of leadership can be learned. Practice is deliberate. Throughout the program, critical leadership dispositions and behaviors will be taught, observed, and assessed. Upon entry to our program, we will sign a contract with you (see Appendix). During the program, feedback will be provided on your progress towards completing coursework, fieldwork, California Administrator Performance Assessment (CalAPA), and your progress in the development of the following professional behaviors and dispositions:

Assessed Professional Leadership Behaviors and Dispositions	
Equity-Driven	<ul style="list-style-type: none"> ▪ Engages in substantive discussions and actions regarding race, culture, bias, equity, and achievement ▪ Demonstrates advocacy and high expectations for all students ▪ Acts with a strong moral imperative, courage, and urgency
Acceptance and Use of Feedback	<ul style="list-style-type: none"> ▪ Asks for clarification on feedback without defensiveness ▪ Incorporates feedback into future interactions, behaviors, and actions
Communication and Awareness of Own Impact on Others	<ul style="list-style-type: none"> ▪ Communicates points of views tactfully, respectfully and considers how words and actions impact others ▪ Listens actively: paraphrase, acknowledge & respond effectively ▪ Exercises leadership presence, voice, and affect
Personal Responsibility and Reliability	<ul style="list-style-type: none"> ▪ Takes responsibility for decisions and actions ▪ Accepts mistakes and responds to them as opportunity for self-improvement ▪ Perseveres, recovers from setbacks, and remains credible ▪ Dresses professionally
Cooperates with Others	<ul style="list-style-type: none"> ▪ Supports individual and group members in collaborative activities ▪ Initiates compromise by utilizing effective listening, seeking to understand, and using facilitation skills ▪ Maintains clear personal and professional boundaries with cohort members, faculty, and supervisors
Reflective Practice and Continuous Learning	<ul style="list-style-type: none"> ▪ Exhibits critical leadership self-reflection for improvement and continued personal growth ▪ Analyzes multiple perspectives to enhance personal leadership development
Ethical Principles in Decision-Making	<ul style="list-style-type: none"> ▪ Reviews relevant factors; values different points of view and involvement of others ▪ Considers impacts and effects of all decisions ▪ Acts with integrity, sound judgment, and ethics

PRELIMINARY ADMINISTRATIVE CREDENTIAL AND MASTER'S DEGREE REQUIREMENTS

All candidates who wish to be recommended for a **Preliminary Administrative Services Credential** must meet the following requirements:

- Apply and be accepted into the EDL Credential Program. To be accepted, candidates must demonstrate they possess a Master's degree from an accredited university, have taken the CBEST, and have been employed full time for a minimum of four years in a position that requires the Teaching, Pupil Personnel Services, School Librarian, or School Nurse Credential.
- Five years of experience must be completed by the time the credential program has been completed to be eligible to apply for the Preliminary Administrative Services Credential.

If the candidate does not possess a Master's degree then he/she must select the Master's option in EDL.

The three elements of the **Credential Program** are: courses with benchmark assignments, field experience, and the California Administrator Performance Assessment (CalAPA).

2020-21 Course Sequence

Term	Course	Title	Units
Semester I Summer	EDL 610	Visionary Leadership	3 units
	EDL 630	School Improvement Leadership	3 units
Semester II Fall	EDL 650	Professional Growth Leadership	3 units
	EDL 652	Instructional Improvement Leadership	3 units
	EDL 660	Field Experience	5 units
	EDL 680	Seminar – Equity Driven Leadership	2 units
Semester III Spring	EDL 600	Organizational & Systems Leadership (hybrid)	3 units
	EDL 640	Community Leadership	3 units
	EDL 655	Communication, Problem-Solving and Decision-Making	3 units
	EDL 660	Field Experience	5 units

*Course sequences is subject to change.

Fieldwork Experiences

Fieldwork is provided through a variety of activities in EDL 660, EDL 680 and for the completion of the California Administrator Performance Assessment (CalAPA) that is outlined below.

All candidates will meet with their Mentor Principal and University Supervisor to select two fieldwork experiences from the following:

- Designing, Implementing and Evaluating Professional Development
- Actively Participating in/Leading a Year-long Site, District, or Community Committee
- Designing and Implementing a Parent or Community Educational or Involvement Event
- Reviewing, Analyzing, Updating, and Revising the Site Safety Plan, Behavior Management Plan, or Attendance Plan
- Creating a Fieldwork Experience to address my unique needs by collaborating my mentor principal and university supervisor with approval from the Fieldwork Coordinator

Field experience is also required through two shadowing experiences:

- Fall EDL 680 class: Shadow an excellent principal for 2 days
- Spring EDL 660 class: Shadow an excellent principal for 2 days.

One of the shadowing experiences must be conducted at a school serving a different age/grade grouping than the school where the candidate works. For example, an elementary teacher must complete one shadowing experience at a secondary school. It is recommended the shadowing experiences occur at a school site where at least 20% of the pupils are of racial/ethnic groups different than your own. Each shadowing experience will focus on a different aspect of leadership.

California Administrator Performance Assessment (CalAPA)

All candidates seeking a Preliminary Administrative Services Credential must successfully complete and pass the California Administrator Performance Assessment (CalAPA). The CalAPA provides a formal assessment of the candidate's administrative ability and readiness for an entry-level administrative position in a California public school.

The CalAPA consists of three cycles:

Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Leadership Cycle 2: Facilitating Communities of Practice

Leadership Cycle 3: Supporting Teacher Growth

Each leadership cycle includes four inquiry-oriented steps: (1) investigate, (2) plan, (3) act, and (4) reflect. The CalAPA provides an overarching conceptual framework to guide and refine the candidate's thinking and encourage decision-making throughout each cycle.

The fieldwork in cycle 1, requires candidates to collect and analyze a variety of qualitative data and to conduct qualitative data through observations, interviews, focus groups etc. The data analysis and qualitative must be done at a specific school site. If a candidate is housed at a district office or shared between schools, he/she will need to select a specific school for this work.

For cycle 2 fieldwork, candidates will be required to form a Community of Practice to deal with an equity issue at a specific school. Each candidate will co-facilitate a group of 3 – 5 educators at that school for at least 4 meetings.

Finally in cycle 3, for fieldwork the candidate will identify a volunteer teacher and complete a coaching cycle which includes a pre-observation meeting, observation of a lesson, and post-observation conference.

Coursework and fieldwork in the Preliminary Administrative Services Credential Program provide candidates the content and experiences needed to complete the three required CalAPA Leadership Cycles. Candidates must submit all three cycles of the CalAPA before the completion of the program. Candidates must adhere to district and CalAPA rules regarding individual privacy rights including: collection and sharing of student performance data; interviews or focus groups with students, staff and/or parents; and/or school-level documents. Candidates must obtain and maintain permission to video record interactions with faculty/staff and students as required by CalAPA.

Resubmission of CalAPA Cycles

The Educational Leadership Department has organized course sequence to ensure candidates can complete all three cycles prior to program completion. This course sequence (which includes required CalAPA submission dates) will allow time for candidates to work with the Education Coordinator/CalAPA Coordinator on revisions and resubmissions for

cycles not receiving a passing score. The Coordinator will meet individually with students to determine areas where additional support or clarification is needed. The Coordinator will also facilitate meetings with the university supervisor and/or mentor principal to ensure the candidate has access to needed data or school-level staff to successfully revise cycle components based upon feedback from Evaluation Systems.

If the candidate is unable to successfully complete revisions prior to the completion of the program, the candidate will enroll in a CalAPA Retake Event offered through the College of Extended Studies. The CalAPA Coordinator will continue to support the candidate while enrolled in the College of Extended Studies.

Master’s Degree

The Master’s Program adds a third strand that includes:

- Research and evaluation methods
- Research seminar that culminates in an evaluation of a program

All master’s and credential programs in the Educational Leadership Department are cohort based. You will take classes in sequence with your peers. Exceptions to this format need to be addressed with the Department Chair. If you do not have a master’s degree, you must take classes that will lead to both the Masters in Educational Leadership and the Preliminary Administrative Services Credential.

1. Candidates must apply and be accepted into both the EDL Credential and MA Programs.
2. In addition to the classes listed above, Master’s Degree Candidates must take the following classes:

Term	Course No.	Title	Units
Semester IV	ED 690	Methods of Inquiry	3 units
Semester V	ED 795 A & 795 B	Seminar	6 units

Master’s Research Project

Candidates participate in a focused research project. Candidates conduct a literature review, gather and analyze data and then arrive at conclusions and recommendations. Candidates work together as part of a professional learning community, exploring leadership topics through a variety of research questions. The first stage of the process involves learning about investigation in ED 690. In ED 795A and B, candidates work with an advisor. Master’s degree candidates meet with their advisor on selected dates to ensure project success.

Culminating Exam

The Culminating Exit Exam is an opportunity for students to demonstrate mastery of the California Administrator Performance Expectations required for credentialing and to demonstrate they have developed strong equity-driven leadership skills and dispositions. This exam takes place during the last semester of coursework. The exam may include individual and/or small group events before a panel of faculty members and/or district-level administrators. Candidates must receive a rating of meets or exceeds standards on the Culminating Exit Exam

PERFORMANCE EXPECTATIONS OF ALL CREDENTIAL/MASTERS CANDIDATES

Academic Disqualification (Grade Point Average Deficiency): A graduate student whose cumulative grade point average falls below 2.85 for work attempted at San Diego State University will be placed on academic probation at the end of the semester. If during the first semester on probation the student does not achieve a term GPA of a 2.85 or better, the student will be disqualified from San Diego State University. If during the first semester on probation the student earns a term GPA of 2.85 or better in San Diego State University coursework, but still has an overall cumulative GPA less than 2.85, the student will continue on academic probation for a second semester. If at the end of the second semester a student fails to achieve a cumulative GPA of 2.85, the student will be subject to academic disqualification from further attendance at the university. If at the end of the second semester the student has attained a 2.85 cumulative GPA or better on all work attempted at San Diego State University, academic probation will be lifted. (From Graduate Bulletin, 2019-2020)

Benchmark Assignments: Candidates must have at least a rating of “meets standards” on all benchmark assignments in the EDL program. If a candidate receives less than a “meets standards”, the benchmark task must be revised in a timely manner and resubmitted. Candidates will be afforded one opportunity to revise a benchmark task. If the final revision does not receive a rating of meets standards, the candidate may be subject to a faculty review that could result in a recommendation for dismissal from the program.

Completion of Fall EDL 660: Failure to meet due dates for this course compromises the quality of your learning, and negatively impacts the work of others. *Therefore, failure to complete assignments in Fall will result in an incomplete or possibly a NC (No Credit) grade.* Students who do not complete these tasks in fall EDL 660 may not be eligible to advance to the spring semester portion of the course. Decisions for advancement will be made by EDL Department Faculty and Chair. Candidates that do not advance to the spring EDL 660 Course will be required to re-enroll in EDL 660 in the future.

WEB BASED TOOLS USED IN THE PROGRAM

Students in the EDL program will use several web-based tools, including TaskStream and Blackboard and/or Canvas. Blackboard and Canvas are educational platforms that professors often use as a support for face-to-face classes. It includes basic course information, resources and collaborative or individual workspaces. You will automatically be enrolled in Blackboard or Canvas each semester when you register for your courses.

TaskStream is an electronic space used for storing and providing feedback on documents. This is where you will upload your benchmarks and fieldwork tasks described previously. Use of this space has a cost. Students must purchase a 1-year license for TaskStream.

CANDIDATE APPEAL PROCESS

Any candidate seeking exceptions to program requirements, or any other programmatic issues, may appeal via the following procedures:

1. Discuss the issue with the professor of record and/or the Department Coordinator (depending on the issue).
2. If the issue is not resolved, discuss with his/her Cohort Program Coordinator.
3. If the issue is not resolved, bring grievance to the EDL Department Chair.
4. If the Department Chair is not able to resolve the problem to the candidate's satisfaction, the candidate can send a letter of appeal to the Department of Educational Leadership's Admissions and Exceptions Committee.
5. Decisions of the Admissions and Exceptions Committee may be appealed to the Assistant Dean for Student Affairs in the College of Education.
6. Meet with the Student Ombudsman.

Informal procedures must be attempted before a student may file a grievance with the Student of Grievance Committee.

If the problem is not resolved informally, students may file a grievance with the Student Grievance Committee. Any type of student complaint or problem may be presented to the Student Grievance Committee for official review. This campus hearing body follows a set of formal procedures, and the Ombudsman will assist students in presenting their case. The deadline for filing a grievance is the last day of the semester (excluding summer and winter session) after the semester during which the student was allegedly aggrieved. Decisions made by the Student Grievance Committee are not subject to appeal.

Examples of student problems which may be resolved through this process include, but are not limited to: disputes over grades, course requirements, faculty or staff conduct, fines, and administrative policies and procedures.

The Student Grievance Committee does not lend itself to quick solutions. So resolution at a lower level is always more desirable. Attempts at such a resolution are required before the committee will accept a case. Paperwork is available in the Office of the Ombudsman. SDSU student appeal process is delineated at the following web sites:

<http://www.sa.sdsu.edu/ombuds/index.html>

UPON COMPLETION OF THE PROGRAM

Certificate of Eligibility

The Certificate of Eligibility serves as documentation of successful completion of the Preliminary Services Administrative Credential Program. It is strongly recommended that you **immediately** apply for the Certificate of Eligibility **upon completion of your credential and/or master's program**. There is no expiration for the Certificate of Eligibility, and this certificate ensures prospective employers that you are eligible to serve in an administrative capacity. (However, there is an expiration date for application for the Certificate of Eligibility. If you do not apply within 5 years of program completion, you will have forfeited your rights to apply for such certificate). See Department website for procedures to apply for the Certificate of Eligibility.

You should **not** apply for the Preliminary Administrative Services Credential until you have secured your first administrative position. The Preliminary Administrative Services Credential is valid for five years. During the first 5 years of your initial administrative position, you must complete a professional clear administrative program.

Application for Graduation (Master's Degree only)

Graduation is not automatic upon the completion of degree requirements. An Application for Graduation (along with the graduation services fee) must be filed with the Division of Graduate Affairs via the Cashier's Office. The University begins accepting applications for graduation the semester or term prior to the anticipated graduation.

However, the deadline occurs during the first few weeks of the semester or term in which the student expects to be graduated. (Refer to the most recent academic calendar for deadline dates.)

Candidates who do not graduate in the semester or term for which they have applied must reapply for graduation for the subsequent semester or term in which they expect to be graduated. An additional fee will be charged.


Exit Survey

At the end of the program, candidates completing their credential coursework are asked to complete an Exit Survey developed for our department and the College of Education. The survey is conducted on-line, is totally anonymous, and is of immense use to us as we seek to enhance and improve program quality and relevance.

Appendix

- Definition of Equity in Education
- Five Types of Equity-Driven Leadership Thinking
- Equity Index
- Professional Leadership Expectations: Behaviors and Dispositions
- 2019-2020 Course Sequence
- Fieldwork Commitment: Candidate
- Fieldwork Commitment: Mentor Principal
- Self-Assessment of Leadership Dispositions
- California Administrator Performance Expectations (CAPEs)

The Educational Leadership Department and our partner districts have defined equity in education and the 5 *Types of Equity-Driven Leadership Thinking* educational leaders engage in as they make decisions and interact with their communities in their administrative roles. These have been well defined and are intentionally introduced, practiced, and assessed throughout the program.



SAN DIEGO STATE UNIVERSITY
Leadership Starts Here

Department of Educational Leadership

Definition of Equity in Education



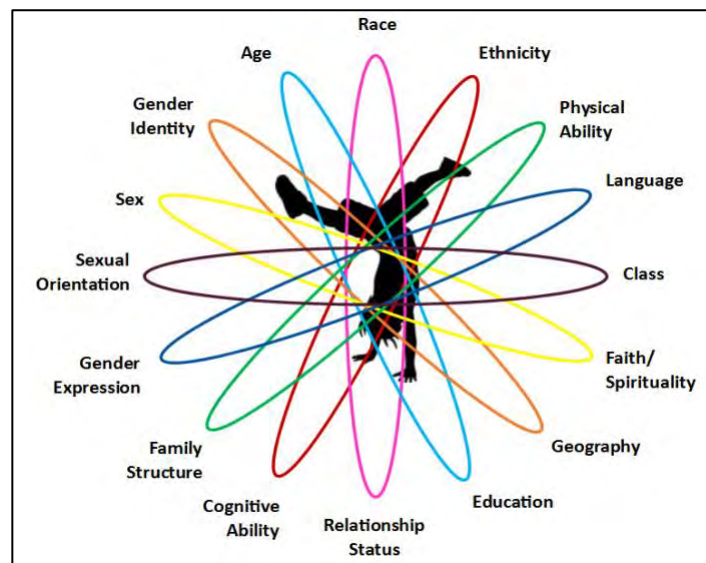
EQUITY

Recognizes that every student comes to school with a unique identity profile that is too often impacted by racism, bias, or bigotry.

Occurs as a result of sensitive, courageous and creative conversations and actions.

Requires the distribution and redistribution of resources and initiatives based on individual and group needs derived from multiple sources of qualitative and quantitative data.

Leads to engaged, inspired, and successful learners.



Five Types of Equity-Driven Leadership Thinking

Five Types of Equity-Driven Leadership Thinking	
Systems	<p>An Equity-Driven Systems Thinker must have the ability to (1) conceptualize schools as complex organizations comprised of a network of dynamic and interdependent thinking components, (2) pursue school change and improvement through systemic change and capacity building, and (3) create and articulate a shared vision of a school as a place where all students are fully engaged, inspired, empowered, and their voices are heard.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does our vision to promote every student's voice drive our long-range and short-term strategic thinking? <input type="checkbox"/> How do I articulate & model beliefs about the value of every student's voice as a critical element to educational outcomes? <input type="checkbox"/> How do I tie <i>the types of equity-driven leadership thinking</i> together to pursue school change & improvement through systemic change and adapt my leadership when circumstances require changes in the what, why, or how things need to be done?
Data & Design	<p>An Equity-Driven Data and Design thinker must have the ability to (1) access and interpret diverse forms of data to identify existing equity gaps and iteratively design programs, products, and initiatives, and (2) inform decisions that contribute to optimal learning conditions for all.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What can I know through reliable data sources to inform the decisions I make? <input type="checkbox"/> Am I demonstrating a commitment to sustained inquiry and the iterative improvement of our programs, products, and initiatives to ensure all learners are able to perform at the ambitious academic levels needed to succeed in school and community? <input type="checkbox"/> How can I encourage calculated risk through a process of innovation?
Climate & Culture	<p>An Equity-driven Climate and Culture thinker must have the ability to (1) understand and positively influence the current state of the school culture and climate, and (2) drive collaborative actions and relational leadership.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I assess the school's "feel" to all students, staff, families, and the community to guide decision-making resulting in a positive culture and climate? <input type="checkbox"/> What systems do I have in place to continuously improve the climate and culture of the school? <input type="checkbox"/> How do I insist that gaps in opportunities to learn are eliminated?
Learnership	<p>An Equity-Driven Learnership thinker must have the ability to (1) focus on the learning lives of all adults and students in the school community, and (2) utilize instructional leadership practices that are driven by the belief that students voice is both an <i>input</i> and an <i>outcome</i>.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I magnify high-impact, culturally responsive instructional practices across learning environments that results in all students' learning? <input type="checkbox"/> How do my leadership practices nurture the growth and capacity of others to reach his/her fullest potential and maximize student and adult learning? <input type="checkbox"/> How do I demonstrate the attributes of a lead learner?
Operational	<p>An Equity-Driven Operational thinker must have the ability to (1) orchestrate equitable, fair, legal, honest, ethical practices to promote student voice and agency, and (2) create spaces for shared decision-making and stakeholder influence.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I ensure that procedures and processes contribute positively to the teaching and learning lives of adults and all students? <input type="checkbox"/> How do I foster an operational thinking disposition such that the domains of fiscal, personnel, legal, governance, facilities, operations decisions are considered using both an equity and ethical frame? <input type="checkbox"/> How do I consider the unintended consequences of decisions?



Department of Educational Leadership Equity-Driven Leadership Index

Through coursework, clinical experiences, and a deliberate focus on insisting candidates engage in courageous conversations, SDSU will prepare equity-driven leaders who are Expert Noticers, prepared to address when learning is taking place, is not taking place, and for whom. As such, candidates will grow as individuals and leaders.

Leader Dispositions and Responsibilities:

An Equity-Driven School Leader provokes action by insisting that gaps in opportunities to learn are eliminated by creating the conditions necessary for all students to set goals and achieve in school and in life. In order to create the necessary conditions, future leaders must possess certain leadership dispositions and enact equity-driven responsibilities.

Be Cultural Proficient and Responsive: Embody the consciousness, courage, and commitment to become culturally proficient in relationships with students and families of varied racial/ethnic backgrounds, experiences, beliefs and understandings

Advocate for All: Recognize that every student comes to school with a unique identity profile that is too often impacted by racism, bias, or bigotry.

Be Anti-Racist: As an equity-driven educator of all races, we must become anti-racist, which means to actively fight racism, bias, and bigotry and their effects wherever they may exist.

Be Humbly Inquisitive: Model honesty, unpack bias, humbly inquire, investigate, and seek to understand others.

Create Courageous Spaces: Establish opportunities for staff and students to share how they experience or have witnessed unfairness and discrimination in an effort to provide a venue for the emotional support to heal and the vernacular to confront racism, bias, and bigotry.

Be Willing to Confront White Privilege: Understand that white people are the primary guardians and recipients of racial power, presence, and privilege; therefore, they also bear significant responsibility for the perpetuation of racial inequality.

Know Thyself and Be Aware of Personal Biases: Recognize that equity is a belief that requires action; as such, to achieve true equitable outcomes for all students, it must be a moral and ethical imperative with no gray zone in anti-racist work.

Be an Expert Noticer: Examine the school's physical environment and organizational structure to identify how it impacts all students and their opportunities to learn.

Enact a Restorative Approach: Recognize the social and emotional needs within student populations and provide mechanisms to address inequities and repair relationships.

Ensure Quality Instruction for All: Provide equitable resources and instruction that is responsive to individual and group needs derived from multiple sources of qualitative and quantitative data.

San Diego State University Educational Leadership Department

Professional Leadership Expectations: Behaviors and Dispositions of Equity-Driven Leaders

Leaders are grown; not born. The art and science of leadership can be learned. Practice is deliberate. You have chosen to become a leader. This powerful intent will carry you through your leadership preparation as you expand your knowledge and experiences that lead to the leadership dispositions and behaviors proven essential to effective school leadership. Our program will teach you and hold you accountable to a set of leadership dispositions and behaviors designed to make you an effective equity-driven leader. Upon entry to our program, we will sign a contract with you. During the program, we will work with you to provide feedback on your progress towards completing our contract and coursework.

Our program is driven by the California Administrator Performance Expectations (CAPEs), Five Types of Leadership Thinking, and an Equity Index:

CAPEs	Five Types of Leadership Thinking	Equity Index
<ol style="list-style-type: none"> 1. Development & Implementation of a Shared Vision 2. Instructional Leadership 3. Management and Learning Environment 4. Family & Community Engagement 5. Ethics & Integrity 6. External Context & Policy 	<ol style="list-style-type: none"> 1. Systems Thinking 2. Data & Design Thinking 3. Climate & Culture Thinking 4. Learnership Thinking 5. Operational Thinking 	<ol style="list-style-type: none"> 1. Be Culturally Proficient and Responsive 2. Advocate for All 3. Be Anti-Racist 4. Be Humbly Inquisitive 5. Create Courageous Spaces 6. Be Willing to Confront White Privilege 7. Know Thyself and Be Aware of Personal Bias 8. Enact a Restorative Approach 9. Ensure Quality Instruction for All

Throughout the program, critical leadership dispositions and behaviors will be taught, observed, and assessed. It is expected that candidates make satisfactory progress in the development of the following professional behaviors and dispositions:

Assessed Professional Leadership Behaviors and Dispositions	
Equity-Driven	<ul style="list-style-type: none"> Engages in substantive discussions and actions regarding race, culture, bias, equity, and achievement Demonstrates advocacy and high expectations for all students Acts with a strong moral imperative, courage, and urgency
Acceptance and Use of Feedback	<ul style="list-style-type: none"> Asks for clarification on feedback without defensiveness Incorporates feedback into future interactions, behaviors, and actions
Communication and Awareness of Own Impact on Others	<ul style="list-style-type: none"> Communicates points of views tactfully, respectfully and considers how words and actions impact others Listens actively: paraphrase, acknowledge & respond effectively Exercises leadership presence, voice, and affect
Personal Responsibility and Reliability	<ul style="list-style-type: none"> Takes responsibility for decisions and actions Accepts mistakes and responds to them as opportunity for self-improvement Perseveres, recovers from setbacks, and remains credible Dresses professionally
Cooperates with Others	<ul style="list-style-type: none"> Supports individual and group members in collaborative activities Initiates compromise by utilizing effective listening, seeking to understand, and using facilitation skills Maintains clear personal and professional boundaries with cohort members, faculty, and supervisors
Reflective Practice and Continuous Learning	<ul style="list-style-type: none"> Exhibits critical leadership self-reflection for improvement and continued personal growth Analyzes multiple perspectives to enhance personal leadership development
Ethical Principles in Decision-Making	<ul style="list-style-type: none"> Reviews relevant factors; values different points of view and involvement of others Considers impacts and effects of all decisions Acts with integrity, sound judgment, and ethics

I have read the information above and understand that proficiency of the Professional Leadership Expectations, completion of all required coursework, my academic performance as manifested by my GPA, a passing score on all three Cycles of the CalAPA, and a passing score on the Culminating Exit Exam are a requirement for the recommendation by faculty for awarding the Preliminary Administrative Services Credential.

Candidate Signature: _____ Date: _____

Program Coordinator Signature: _____ Date: _____

SAN DIEGO STATE UNIVERSITY

2020-2021 COURSE SEQUENCE

Summer
2020

(6 units)

- EDL 610: Visionary Leadership (3 units)
- EDL 630: School Improvement Leadership (3 units)

- CalAPA Cycle 1: Analyzing Data to Inform School Improvement

Fall
2020

(13 units)

- EDL 650: Professional Learning & Growth Leadership (3 units)
- EDL 652: Instructional leadership (3 units)
- EDL 660: Fieldwork (5 units)
- EDL 680: Seminar-Equity Driven Leadership (2 units)

- CalAPA Cycle 2: Facilitating Communities of Practice
- CalAPA Cycle 3: Supporting Teacher Growth

Spring
2021

(14 units)

- EDL 600: Organizational and Systems Leadership (3 units)
- EDL 640: Community Leadership (3 units)
- EDL 655: Communication, Problem-Solving and Decision Making (3 units)
- EDL 660: Fieldwork (5 units)



SAN DIEGO STATE
UNIVERSITY

Leadership Starts Here

Fieldwork Agreement Form Candidate's Commitment

Candidate's Name: _____ Date: _____

Candidate's Email: _____

School and District: _____

I will complete all of the candidate responsibilities that are defined in the Educational Leadership Handbook. To this end I will:

- Schedule triad meetings with my mentor principal and university supervisor at the beginning, mid-point and end of the program;
- Complete two 2-day shadowing experiences;
- Work with my mentor principal to design and complete two fieldwork activities selected from:
 - Designing, Implementing and Evaluating Professional Development
 - Actively Participating in/Leading a Year-long Site, District, or Community Committee
 - Designing and Implementing a Parent or Community Educational or Involvement Event
 - Reviewing, Analyzing, Updating, and Revising the Site Safety Plan, Behavior Management Plan, or Attendance Plan
 - Creating a Fieldwork Experience to address my unique needs by collaborating my mentor principal and university supervisor with approval from the Fieldwork Coordinator;
- Obtain permission to video record interactions with faculty/staff and students as required by CalAPA;
- Maintain copies of the required permission to video record;
- Obtain required media release forms for videotaping as required by the district;
- Complete and submit CalAPA Cycles 1 – 3—including facilitating community of practice sessions and complete coaching cycle;
- Present my work to my university supervisor/mentor principal for approval in a timely manner; and
- Provide my mentor principal and university supervisor with documentation of my work as defined in the Handbook.

I understand the commitment I am making to the school site that accepts me for field work. I will fulfill the responsibilities of my field work assignment in a professional and ethical manner.

Candidate's Signature: _____



SAN DIEGO STATE
UNIVERSITY

Leadership Starts Here

Fieldwork Agreement Mentor Principal's Commitment

Name: _____ Date: _____

Mentor Principal Email: _____

School: _____

I will carry out all of the Mentor Principal responsibilities that are defined in the Educational Leadership Department Handbook. To this end I will:

Develop the candidate's skills by:

- Co-planning and designing fieldwork experiences with the candidate and University Supervisor
- Supporting the candidate in completing three CalAPA cycles by providing authority to access student data, work with other educators, observe a teacher volunteer and to video record necessary sessions following district guidelines
- Developing and promoting equity-driven practices
- Brokering relationships and networks
- Modeling strong leadership—be vulnerable, transparent and engage in think-alouds

Encourage/Coach the candidate by:

- Providing regular, on-going feedback and coaching
- Encouraging, and guiding the candidate to take on increasing leadership roles
- Observing with the intent of congruence

Monitor the candidate's growth by:

- Monitoring fieldwork performance tasks
- Attending triad meetings with the candidate and University Supervisor
- Participating in evaluation of candidate skills and growth

Specifically, I will:

- ✓ Attend 3 triad meetings with the University Supervisor and candidate. Triad meetings should occur as early as possible in the program, mid-program and at the end of the program. The purposes of these meetings are to 1) discuss and agree upon the area of focus for each fieldwork assignment, 2) monitor candidate progress on completion of fieldwork assignments, and 3) discuss issues that may arise.
- ✓ Provide authority for the candidate to assume leadership roles as outlined in the fieldwork assignments. Support the candidate in developing relationships and forming collaborative groups necessary to complete fieldwork assignments.
- ✓ Assist the candidate in finding a high-quality principal to shadow for 2 days.
- ✓ Check in regularly with the candidate. These meetings will provide opportunities for the Mentor Principal to model strong equity-driven leadership, think aloud so the candidate may understand the processes used to make decisions and solve problems, exchange ideas regarding fieldwork experiences, and provide ongoing, direct feedback on the candidate's progress.
- ✓ Assist the candidate in the self-assessment of skills/dispositions needed for entry-level administrators.
- ✓ Provide input to the University Supervisor regarding the evaluation of the candidate's fieldwork experience.

Mentor Principal (Supervising Site Administrator) Signature: _____



SAN DIEGO STATE
UNIVERSITY

Department of Educational Leadership
Self-Assessment of Equity-Driven Leadership Dispositions

SDSU candidates preparing to work as educational leaders must know and demonstrate leadership knowledge and skills, as well as exhibit the professional values, beliefs and dispositions necessary to be equity-driven leaders who create meaningful opportunities for all students to become engaged, inspired and successful learners.

Candidates will self-assess using the Self-Assessment of Leadership Disposition survey at the beginning and end of the program. The candidate's Mentor will review the form and collaborate with the candidate in the selection of specific dispositions for focus and/or improvement. This collaboration between the Mentor and candidate provides an opportunity for reflection, candid discussion, and growth.

SELF-ASSESSMENT OF CANDIDATE DISPOSITION DEVELOPMENT

Candidates will self-assess each disposition and then support the rating by sharing a written example from his/her own experiences.

To what extent do you or are you. . .	Never	Rarely	Sometimes	Often	Always
Culturally Proficient and Responsive: Embody the consciousness, courage, and commitment to become culturally proficient in relationships with students, families, and staff from varied racial backgrounds, experiences, beliefs and understandings.					
Advocate for All: Recognize that every student comes to school with a unique identify profile that is too often impacted by racism, bias, or bigotry.					
Create Courageous Spaces: Establish opportunities for staff and students to share how they experience or have witnessed unfairness and discrimination in an effort to provide a venue for the emotional support to heal and the vernacular to confront racism, bias, and bigotry.					
Be Aware of Personal Biases: Recognize that equity is a belief that requires action; as such, to achieve true equitable outcomes for all students, it must be a moral and ethical imperative with no gray zone in anti-racist work.					
Ensure Quality Instruction for All: Provide equitable resources and instruction that is responsive to individual and group needs derived from multiple sources of qualitative and quantitative data.					
Utilize Ethical Principles in Decision Making: Review relevant factors; value different points of view and involvement of others; understand legal moral and policy implications; consider impact and effects.					

SELF-ASSESSMENT OF CANDIDATE DISPOSITION DEVELOPMENT

Candidates will self-assess each disposition and then support the rating by sharing a written example from his/her own experiences.

To what extent do you or are you. . .	Never	Rarely	Sometimes	Often	Always
---------------------------------------	-------	--------	-----------	-------	--------

Accepts Personal Responsibility for One's Actions: Work, speak and act based on a commitment to values that demonstrate the highest standards of excellence and personal integrity. Accept the consequences for upholding your principles and actions.					
---	--	--	--	--	--

Effectively Communicate: Communicate in ways that reflect careful analysis and the ability to listen. Presents points of views tactfully and respectfully.					
---	--	--	--	--	--

Value Reflective Practice and Continuous Learning: Evaluate self for improvement and seek opportunities for continued personal growth.					
---	--	--	--	--	--

Self-Enrollment Instructions for SDSU EDL Preliminary Administrative Credential Program 2020-21

Open a web browser (Internet Explorer, Mozilla Firefox, Safari, etc.)

1. In the Address field or Location bar - type in the following URL:

<https://login.taskstream.com/signon/>

3. Type in the Username and Password and click **SIGN IN** or **Create/Renew Account**

- Choose Option 1 (You will need a credit card to purchase/renew)
- I am participating in a COLLEGE/UNIVERSITY program
- California
- College/University
- California State University System: San Diego State University
- Department: Educational Leadership
- Group: Students
- Subscription Rate: 2 yr. account
- Complete personal information
- Yes, add Teaching Productivity Tool Pack (no cost)
- Academic Program 02 Educational Leadership
- Credential Program 06 Administrative Services
- Accept Conditions

Please sign into your account.

Username

Password

SIGN IN

4. Find the Self-Enrollment Area. Click the Enter Code button.

Don't see your program?
If you have a self-enrollment code, [enter it here](#) to enroll yourself as an author. If you do not have your code, please contact your instructor or the Taskstream Coordinator at your Institution.

[Read More](#)

5. Enter Your Code

Enter the program code specified below in the appropriate field, and then click the Search button.

Your Program Code is **EDLSDSU20**

Self Enrollment

[Home](#) » [Self Enrollment](#)

Directions: To self-enroll into a program, enter your program code below. Program codes are created by your institution. If you do not have your code, please contact your instructor or the Taskstream Coordinator at your Institution.

Enter program code:

SEARCH

You will be able to review the program information that corresponds to the code that you entered. To be enrolled in the program, click the Enroll button. If you do not wish to be enrolled in the program at this time, click the Cancel - Do Not Enroll button.

If this is the correct program, click the 'Enroll' button to complete the enrollment process.

Program: Dual Program: Multiple Subject Mild/Moderate
DRF used in program: Preliminary Template
Program Status: **Active**
Program Description:

CANCEL - DO NOT ENROLL

ENROLL

Note: If you enroll yourself into an inactive program, the program will not show up on your home page until the Program Manager activates the program.

CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION: leaders facilitate the development & implementation of a shared vision of learning and growth of all students.		Education
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:	
1A1	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.	
1A2	Analyze available student and school data from multiple sources to develop a site-specific vision and mission.	
1A3	Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission.	
1A4	Analyze and align the school's vision and mission to the district's goals.	
1A5	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.	
1A6	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:	
1B1	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.	
1B2	Use effective strategies for communicating with all stakeholders about the shared vision and goals.	
1B3	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 & explain to staff and other stakeholders how the school vision guides planning, decision-making, & the change processes required to continuously improve teaching & learning. During preliminary preparation, aspiring administrators learn how to:	
1C1	Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.	
1C2	Use the goals in developing and implementing a plan aligned with the school's shared vision of equitable learning opportunities for all students.	
1C3	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.	
1C4	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.	
1C5	Facilitate & support school structures, systems, & conditions that offer equal opportunities for all students to succeed.	
CAPE 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.		
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:	
2A1	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.	
2A2	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.	
2A3	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.	
2A4	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:	
2B1	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.	
2B2	Establish and maintain high learning expectations for all students.	
2B3	Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.	
2B4	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:
2C1	Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.
2C2	Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.
2C3	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:
2D1	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;
2D2	Use the principles of reflective, collegial feedback to guide instructional improvement.
2D3	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.
	CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.
3A	Operations and Resource Management New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, aspiring administrators learn how to:
3A1	Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.
3A2	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.
3A3	Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
3A4	Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.
3B	Managing Organizational Systems and Human Resources New administrators know the importance of established structures, policies, and practices that lead to all students graduating ready for college and career. During preliminary preparation, aspiring administrators learn how to:
3B1	Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.
3B2	Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level.
3B3	Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students.
3C	School Climate New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families. During preliminary preparation, aspiring administrators learn how to:
3C1	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.
3C2	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.
3C3	Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
3D	Managing the School Budget and Personnel New administrators know how effective management of staff and the school's budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to:
3D1	Observe classroom planning and instruction in accordance with LEA policies 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.
3D2	Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice
3D3	Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being
3D4	Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.
3D5	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.
3D6	Use various technologies related to financial management and business procedures.

3D7	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.
CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	
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:
4A1	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.
4A2	Create and promote a welcoming environment for family and community participation.
4A3	Recognize and respect family goals and aspirations for students.
4A4	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:
4B1	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.
4B2	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.
4B3	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.
4B4	Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.
CAPE 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:
5A1	Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement.
5A2	Use a professional learning plan to focus personal and professional growth in order to achieve the school's vision and goals.
5A3	Seek opportunities for professional learning that address the range of students' academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs.
5A4	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:
5B1	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.
5B2	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.
5B3	Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success.
5C	Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, aspiring administrators learn how to:
5C1	Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
5C2	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.
5C3	Use personal and professional ethics as a foundation for communicating the rationale for their actions.
CAPE 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:

6A1	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.
6A2	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.
6A3	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.
6A4	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:
6B1	Improve their public speaking, writing, electronic communication, presentation, and advocacy skills.
6B2	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.
6B3	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.
6B4	Involve stakeholders in helping address the school's challenges as well as sharing in its successes.