

Thank you for your support in equipping our future administrator.

When you finish assessment of the candidate's portfolio, please return this booklet to

Candidate's Name:



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

*Preliminary Administrative Services Credential
and
Master of Arts in Educational Administration*

PORTFOLIO ASSESSMENT RUBRICS

*This Portfolio Assessment Rubrics booklet is created and developed
by Dr. Lori Kim, adopted From
"Moving Leadership Standards into Everyday Work" by WestEd (2003).
Created, October 2006; Revised, March 2008*

*Chater College of Education
Division of Applied and Advanced Studies in Education*
EDUCATIONAL ADMINISTRATION PROGRAM
5151 State University Drive
Los Angeles, CA 90032
323-343-4330

Preliminary (Tier 1) Administrative Services Credential
and Master of Arts in Educational Administration

PORTFOLIO ASSESSMENT

The California Commission on Teacher Credentialing (CCTC) requires Assessment of Candidate Competence on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Standards 10 through 15. Satisfactory performance is defined as achieving at least minimal competence as expected for entry-level candidates, and appropriate for the developmental stage of each candidate.

Dear Assessor:

Thank you for taking time to assess our candidate's portfolio. The CCTC requires that all candidates meet every element of the six CCTC Standards, a total of 50 elements. **For each element**, first review the content of the element and the rubrics described in this **PORTFOLIO ASSESSMENT RUBRICS** booklet and examine the evidence documented in the candidate's portfolio. Based on the evidence provided in the candidate's portfolio, please check the rubric that best describes the candidate's competence from:

- (NI)** Needs Improvement: Practice that *is directed toward* the standard, yet not quite meeting the standard
- (C)** Competent: Practice that *meets* the standard
- (E)** Excellent: Practice that *exemplifies* the standard

When completed, please check to make sure **that you have assessed ALL 50 elements** and **sign the** PORTFOLIO ASSESSMENT FORM before you return it to the candidate.

We are grateful for your collaborative effort in preparing professional educational leaders for our children in California schools. Please call me at 323-343-4330 if you have any concerns or questions.

With sincere appreciation,
Lori Kim, Ph.D.

Educational Administration Program Chair

CCTC Standard 10: Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a **VISION OF LEARNING** that is shared and supported by the school community.

Element 10a	
Each candidate is able to <i>facilitate</i> the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.	
NI	<ul style="list-style-type: none"> ▪ The candidate may have <i>begun the process of engaging</i> faculty and community members in initial dialogue about the importance of site vision and activities toward the development and use of multiple data are in preliminary stages.
C	<ul style="list-style-type: none"> ▪ The candidate <i>facilitates</i> participants <i>in examining</i> standards, <i>considering</i> data/information about students, and <i>identifying</i> desired outcomes.
E	<ul style="list-style-type: none"> ▪ The candidate <i>guides</i> a collaborative process of dialogue that generates a site vision for which there is broad consensus while ensuring the vision reflects the needs and strengths of the student population, as indicated from the data and other indicators.

Element 10b	
Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.	
NI	<ul style="list-style-type: none"> ▪ The candidate may have <i>begun to introduce</i> the shared vision into site meetings and school activities.
C	<ul style="list-style-type: none"> ▪ The candidate <i>ensures</i> that decisions about the vision are informed to the school community and reflect the needs/input of key constituencies.
E	<ul style="list-style-type: none"> ▪ The candidate has <i>begun linking</i> the vision to ongoing teaching and learning activities.

Element 10c	
Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.	
N I	<ul style="list-style-type: none"> ▪ The candidate has <i>begun to link decisions</i> about seeking and allocating resources to the goals of the vision and to strategic planning for achieving the vision.
C	<ul style="list-style-type: none"> ▪ The candidate <i>seeks and uses information</i> related to instructional needs as part of the budgeting process. ▪ The candidate <i>develops</i> preliminary budget information and <i>makes recommendations</i> for review by the principal's council.
E	<ul style="list-style-type: none"> ▪ The candidate <i>engages staff</i> in identifying the budgetary priorities linked to implementation of the strategic plan and achievement of standards. ▪ The candidate <i>work with</i> stakeholders to augment funding resources.

Element 10e	
Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.	
N I	<ul style="list-style-type: none"> ▪ The candidate <i>may have introduced</i> the vision and the examination of data into some planning and decision-making.
C	<ul style="list-style-type: none"> ▪ The candidate <i>supports staff</i> in developing capacity to think systemically about strategic courses of action that are likely to move the school toward the vision.
E	<ul style="list-style-type: none"> ▪ The candidate <i>organizes and facilitates</i> data analysis and long-range planning activities with staff that result in the development of a strategic plan for the site that identifies course of action aimed at achieving the vision.

Element 10d	
Each candidate can identify and address barriers to accomplishing the vision.	
NI	<ul style="list-style-type: none"> ▪ The candidate has <i>begun identifying</i> barriers to achieving the vision.
C	<ul style="list-style-type: none"> ▪ The candidate has <i>begun addressing</i> barriers to achieving the vision.
E	<ul style="list-style-type: none"> ▪ The candidate <i>guides staff</i> in identifying and <i>addressing</i> barriers to achieving the vision.

Element 10f	
Each candidate is able to use the influence of diversity to improve teaching and learning.	
NI	<ul style="list-style-type: none"> ▪ The candidate <i>initiates</i> activities to bring all stakeholders into the discussion.
C	<ul style="list-style-type: none"> ▪ The candidate identifies stakeholders who are not engaged in the process and <i>actively seeks</i> their involvement.
E	<ul style="list-style-type: none"> ▪ The candidate <i>ensures</i> participation of all stakeholders in the process.

CCTC Standard 11: Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to **STUDENT LEARNING** and **STAFF PROFESSIONAL GROWTH**.

Element 11a	
Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.	
NI	▪ The candidate <i>understands</i> compliance with state and district accountability system of teaching and learning.
C	▪ The candidate <i>assists</i> with compliance with state and district accountability procedures.
E	▪ The candidate <i>works collaboratively</i> with all members of the professional staff <i>to implement assessment strategies</i> that support continuous improvement of all students to high standards of learning based on content and performance standards.

Element 11b	
Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.	
NI	▪ The candidate <i>uses data</i> about student learning to identify areas of improvements in the instructional program.
C	▪ The candidate <i>guides staff in using data to identify needed areas for improvement</i> , to set goals in these areas.
E	▪ The candidate <i>guides staff in using data to implement strategies</i> for achieving the instructional goals.

Element 11c	
Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.	
NI	▪ The candidate <i>reviews</i> student learning data with teachers individually and in groups.
C	▪ The candidate <i>discusses</i> data from the accountability procedures with staff <i>to identify areas for improvement</i> .
E	▪ The candidate <i>works with staff to use</i> student data <i>to implement</i> instructional improvement and professional development.

Element 11d	
Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.	
NI	▪ The candidate <i>identifies important changes</i> in culture that need to occur for the school to become a powerful learning environment for all students.
C	▪ The candidate <i>assists</i> faculty to identify their beliefs and practices in standards-based education, professionalism, and excellence.
E	▪ The candidate <i>engages in a range of ongoing activities</i> that shape and reinforce a professional culture by conveying a consistent set of beliefs, values, and assumptions regarding high expectations for all students in a standards-based system.

Element 11e	
Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.	
NI	▪ The candidate may <i>rely on "one-size-fits-all"</i> staff development opportunities and defer to "outside experts" to facilitate teachers' learning.
C	▪ The candidate <i>facilitates the identification</i> of short- and long-term learning goals for the staff to meet individual and collective needs in standards-based teaching and learning.
E	▪ The candidate <i>develops and implements</i> a variety of strategies to build leadership capacity in others, especially with respect to standards-based teaching and learning processes.

Element 11f	
Each candidate promotes equity, fairness, and respect among all members of the school community.	
NI	▪ The candidate may have <i>begun to identify needed changes</i> in belief/values for achieving equity, fairness, and respect.
C	▪ The candidate <i>identifies strategies</i> to support needed changes in moving the school toward greater equity and professionalism.
E	▪ The candidate <i>uses strategies</i> to support needed changes in moving the school toward greater equity and professionalism.

Element 11g	
Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.	
NI	▪ The candidate <i>provides assistance</i> with activities for parents and community members.
C	The candidate <i>provides</i> activities for parents and community members.
E	▪ The candidate <i>coordinates</i> activities for parents and community members to <i>collaborate and share</i> responsibilities.

Element 11h	
Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.	
NI	The candidate <i>initiates</i> professional dialogue with teachers around instructional goals and strategies or <i>participates</i> in curriculum-related activities.
C	▪ The candidate <i>engages faculty in dialogue</i> around the instructional program, with a focus on standards and site data.
E	▪ The candidate <i>works with faculty to develop and improve</i> the instructional program at the site using the knowledge of standards-based teaching and learning.

Element 11i	
Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.	
NI	▪ The candidate <i>participates in a variety of</i> instructional activities.
C	▪ The candidate <i>facilitates various activities of instructional programs</i> that respond to the diverse needs of all students and to state and district learning expectations.
E	▪ The candidate <i>works with staff to ensure</i> that decisions and actions about instructional schedules, materials, pedagogy, and assessment are responsive to the diverse needs of all students and to state and district learning expectations.

Element 11j	
Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.	
NI	▪ The candidate <i>participates</i> in instructional activities that involve utilization of technological tools.
C	▪ The candidate <i>utilizes technology</i> as part of the analysis process and in aligning professional growth goals with assessment data.
E	▪ The candidate <i>works with staff in using technology</i> as part of the analysis process and in aligning professional growth goals in instructional learning.

CCTC Standard 12: Organizational Management for Student Learning

*Each candidate promotes the success of all students by ensuring **MANAGEMENT** of the organization, operations, and resources for a **SAFE, EFFICIENT, and EFFECTIVE LEARNING ENVIRONMENT.***

Element 12a	
Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.	
NI	▪ The candidate <i>observes</i> the performance of faculty and staff at the site that are related to the instructional program.
C	▪ The candidate observes the performance of faculty and staff and <i>makes recommendations or suggestions</i> to improve the instructional program.
E	▪ The candidate provides feedback on the performance of the faculty and staff at the site and <i>works with</i> them to improve the instructional program.

Element 12b	
Each candidate can establish school operations, patterns, and processes that support student learning.	
NI	▪ The candidate <i>carries out activities and duties in compliance with</i> district and state policy.
C	▪ The candidate <i>works with individuals and groups</i> to involve them in using system feedback (e.g., data, information, experiences) to refine the design and operation of the site-based subsystems (e.g., instruction, assessment, budget, planning).
E	▪ The candidate <i>coordinates and facilitates</i> operational planning, implementation, and assessment activities, assuring that relevant data and information are available and incorporated into these processes to improve standards-based teaching and learning at the site.

Element 12c	
Each candidate understands and is able to manage legal and contractual policies , agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.	
NI	<ul style="list-style-type: none"> ▪ The candidate <i>responds to</i> situations in which individuals or groups question whether contractual and legal obligations are being met. ▪ The candidate <i>maintains</i> confidentiality in discussing legal matters and ensures the privacy of information for staff, students, parents, and community members.
C	<ul style="list-style-type: none"> ▪ The candidate <i>works with staff</i> to develop their <i>understanding</i> and commitment to contractual and legal obligations. ▪ The candidate <i>models and communicates</i> expectations regarding issues of confidentiality and privacy of information.
E	<ul style="list-style-type: none"> ▪ The candidate <i>engages others</i> in reflecting on issues of legal integrity and in <i>sharing responsibility</i> for administering contracts and agreements fairly. ▪ The candidate models professional integrity and <i>encourages others</i> to do the same.

Element 12d	
Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.	
NI	▪ The candidate <i>ensures</i> that fiscal, personnel, and material resources are allocated <i>in a timely manner</i> .

C	▪ The candidate <i>ensures</i> that fiscal, personnel, and material resources are <i>allocated soundly to support</i> teaching and learning.
E	▪ The candidate <i>makes effective and equitable decisions</i> in allocating and aligning fiscal, personnel, and material resources to facilitate the achievement of all students and subgroups of students.

Element 12e	
Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.	
NI	▪ The candidate values a positive school climate and <i>identifies</i> areas for improvement.
C	▪ The candidate <i>ensures</i> that appropriate policies, plans, and monitoring activities are in place to maintain the school as a safe environment.
E	▪ The candidate <i>implements a range of collaborative activities</i> and processes that contribute to the maintenance of the site as a safe, attractive, warm, and nurturing environment for adults and students.

Element 12f	
Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.	
NI	▪ The candidate <i>may have begun to seek out</i> opportunities to increase capacity in the areas where management requires strengthening in support of student learning and achievement of important goals.

C	<ul style="list-style-type: none"> ▪ The candidate <i>oversees and manages</i> the daily and cyclical operations of the school to ensure a continuity of performance.
E	<ul style="list-style-type: none"> ▪ The candidate <i>works with</i> faculty and community members to establish and implement management structures and timeliness for coordinated planning and decision-making. ▪ The candidate <i>develops, implements, and monitors strategies</i> that engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem solving at the site.

Element 12g	
Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems .	
NI	<ul style="list-style-type: none"> ▪ The candidate may feel compelled to <i>rely heavily on rules</i> and consequences.
C	<ul style="list-style-type: none"> ▪ The candidate <i>communicates</i> regularly with and <i>engages members of the community</i> in identifying and in articulating images of a positive environment that fosters student achievement, shared responsibility, respect, and self-regulation.
E	<ul style="list-style-type: none"> ▪ The candidate <i>guides</i> members of the school community in <i>implementing processes</i> to build civility, mutual respect, and caring among individuals and groups.

Element 12h	
Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.	
NI	<ul style="list-style-type: none"> ▪ The candidate participates in the activities for staff recruitment, selection, and induction. ▪ The candidate demonstrates understanding of the collective bargaining process.
C	<ul style="list-style-type: none"> ▪ The candidate facilitates some of the activities for staff recruitment, selection, and induction. ▪ The candidate communicates with the participants in the collective bargaining process.
E	<ul style="list-style-type: none"> ▪ The candidate coordinates the activities for staff recruitment, selection, and induction. ▪ The candidate actively participates in the collective bargaining process.

Element 12i	
Each candidate is able to effectively evaluate and use a wide range of technologies , including assistive technologies when appropriate, to support instruction and effective school administration.	
NI	▪ The candidate <i>utilizes technology</i> to support instruction and effective school administration.
C	▪ The candidate <i>evaluates</i> the effectiveness of technology that is used to support instruction and school administration.
E	▪ The candidate <i>implements improvement</i> for the use of technology in instruction and school administration based on evaluation results.

Element 12j	
Each candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.	
NI	▪ The candidate <i>utilizes technology</i> to manage databases.
C	▪ The candidate utilizes technology to manage <i>multiple types</i> of databases.
E	▪ The candidate <i>identifies ways to improve instruction</i> by utilizing technology to manage <i>multiple types</i> of databases.

CCTC Standard 13: Working with Diverse Families and Communities

Each candidate promotes the success of all students by COLLABORATING WITH FAMILIES and COMMUNITY MEMBERS, responding to diverse community interests and needs, and mobilizing community resources.

Element 13a	
Each candidate is able to incorporate information about family and community expectations into school decision making and activities.	
NI	▪ The candidate <i>communicates</i> with staff the needs to incorporate various perspectives of the diverse stakeholders.
C	▪ The candidate <i>guides staff in identifying</i> specific site activities that would benefit from community involvement.
E	▪ The candidate <i>establishes and implements a range of strategies</i> whereby family and community perspectives are sought and considered as an integral part of planning and reviewing site goals, results, and operations.

Element 13b	
Each candidate recognizes the goals and aspirations of diverse family and community groups	
NI	▪ The candidate <i>demonstrates understanding</i> of the importance of incorporating the perspectives of families and community members into the life of the school.
C	▪ The candidate <i>works with staff</i> to prioritize and address needs concerning the incorporation of perspectives of families and community members.
E	▪ The candidate <i>ensures that avenues for providing input</i> are available to families and community members, including those whose primary language is not English.

Element 13c	
Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.	
NI	▪ The candidate <i>identifies</i> existing gaps in ways that the school is handling.
C	▪ The candidate <i>participates in</i> meetings and forums where all diverse community stakeholders are treated fairly and with respect.
E	▪ The candidate <i>facilitates</i> meetings and forums, and <i>guides</i> others to do so, in a democratic manner that welcomes and treats fairly the input of all participants.

Element 13d	
Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.	
NI	▪ The candidate identifies areas in which students would benefit from community support services and <i>provides appropriate information</i> to families.
C	▪ Based on site needs, the candidate <i>establishes connections</i> between the school and community support agencies.
E	▪ The candidate creates and <i>maintains linkages</i> between the school and a range of community service agencies <i>ensuring</i> that families and students are supported in accessing needed services.

Element 13e	
Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.	
NI	▪ The candidate works with district, site, and community candidates to <i>identify opportunities for establishing partnerships</i> that will contribute to achieving the goals of the school.
C	▪ The candidate <i>participates in networking and exploratory dialogue with</i> potential partners and identifies promising opportunities.
E	▪ The candidate works with staff to <i>establish and implement</i> partnership activities.

Element 13f	
Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.	
NI	▪ The candidate establishes <i>at least one regular strategy</i> for disseminating information to parents and community members.
C	▪ The candidate <i>implements and monitors</i> strategies to create such linkages between the site and the larger context in which it operates.
E	▪ The candidate <i>maintains and assesses</i> an established set of strategies for communicating about the school and about student results with stakeholders in the community.

Element 13g	
Each candidate is able to facilitate parent involvement and parent education activities that support students' success.	
NI	▪ The candidate <i>provides assistance</i> with activities for parents and community members.
C	The candidate <i>provides</i> activities for parents and community members.
E	▪ The candidate <i>coordinates</i> activities for parents and community members to <i>collaborate and share</i> responsibilities.

CCTC Standard 14: Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of **ETHICS** and **DEVELOPING PROFESSIONAL LEADERSHIP** capacity.

Element 14a	
Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.	
NI	▪ The candidate <i>demonstrates an understanding</i> of decision-making processes and of the need to base decisions on pertinent information.
C	▪ The candidate <i>demonstrates skills</i> in decision-making processes.
E	▪ The candidate <i>guides decision-making activities</i> so that they reflect responsible and appropriate uses of data and other information.

Element 14b	
Each candidate models personal and professional ethics , integrity, justice, and fairness and expects the same behaviors from others.	
NI	The candidate <i>demonstrates knowledge</i> of and compliance with ethical standards and professional expectations that apply to her/his work.
C	▪ The candidate <i>consistently applies and models</i> principles of ethical and professional behavior in carrying out her/his role.
E	▪ The candidate <i>facilitates and supports</i> decisions and courses of action that embody principles of high ethical and professional standards.

Element 14c	
Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.	
NI	▪ The candidate <i>communicates to teachers</i> the importance of using student data and other relevant information to inform practice.
C	▪ The candidate <i>engages teachers</i> in regularly examining student data and using the information as the basis for decisions about classroom practice. ▪ The candidate <i>demonstrates</i> the use of student data and other information in site decisions.
E	▪ The candidate <i>ensures</i> that the professional culture of the school reflects a commitment to the use of student data on an ongoing basis.

Element 14d	
Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.	
NI	▪ The candidate <i>utilizes technology</i> in communication with school community members.
C	▪ The candidate <i>utilizes technology to improve</i> communication with school community members.
E	▪ The candidate <i>utilizes</i> the state-of-the-art technology to communicate with school community members.

Element 14e	
Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.	
NI	▪ The candidate <i>reflects</i> on his/her own personal leadership practices.
C	▪ The candidate <i>models</i> principles of reflective practice and continuous growth by acting as the principal learner in the school community.
E	▪ The candidate <i>demonstrates ways of integrating</i> professional and personal growth into her/his daily practice.

Element 14f	
Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.	
NI	▪ The candidate <i>encourages</i> others in their performance.
C	▪ The candidate <i>implements a strategy to inspire</i> others in their performance.
E	▪ The candidate <i>employs a range of substantive and symbolic actions</i> to inspire staff.

Element 14g	
Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities .	
NI	▪ The candidate is aware of areas in which the professional community in the school might increase commitment and effort to benefit student learning.
C	▪ The candidate <i>identifies strategies</i> to assist and support members of the school community in prioritizing commitments and focusing efforts toward student learning.
E	<ul style="list-style-type: none"> ▪ The candidate <i>effectively uses</i> multiple strategies to increase commitment and effort among all staff. ▪ The candidate <i>facilitates</i> colleagues in seeking an effective balance between work and personal life.

Element 14h	
Each candidate engages in professional and personal development.	
NI	▪ The candidate demonstrates commitment to professional growth by regular <i>participation</i> in activities such as conferences, professional development opportunities, and professional reading.
C	▪ The candidate <i>examines</i> her/his professional practice and <i>engages</i> in appropriate learning opportunities <i>in support of identified goals</i> for growth.
E	▪ The candidate engages in a variety of strategies to extend his/her relevant <i>professional and personal development</i> .

Element 14i	
Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.	
NI	▪ The candidate <i>has knowledge</i> of the curriculum across the grades.
C	▪ The candidate <i>supports teachers</i> in staying abreast of current information about teaching and learning.
E	▪ The candidate <i>works with staff</i> to refine individual and collective capacity to use state-of-the art information and technology about standards-based teaching and learning in its work.

Element 14j	
Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.	
NI	▪ The candidate <i>represents</i> the leadership position to advance the goals of the program.
C	▪ The candidate <i>strategically uses his/her position</i> to enhance the educational program.
E	▪ The candidate <i>influences</i> the professional culture of the school to infuse the values of fairness, justice, service, and integrity among all students.

Element 14k	
Each candidate protects the rights and confidentiality of students and staff.	
NI	▪ The candidate <i>is aware of</i> the rights of all students, families, and staff and acts to protect these rights.
C	▪ The candidate <i>works with staff</i> to articulate a shared understanding of the rights of all students and their families.
E	▪ The candidate <i>works with staff</i> to incorporate shared understanding of the rights of all students and their families into practices.

CCTC Standard 15: Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural CONTEXT.

Element 15a	
Each candidate understands their role as a candidate of a team and is able to clarify the roles and relationships of individuals within the school.	
NI	▪ The candidate <i>understands job descriptions</i> of individuals within the school.
C	▪ The candidate <i>works with</i> staff to clarify the roles and relationships of individuals within the school.
E	▪ The candidate <i>models</i> the role of team members and <i>guides</i> the staff to clarify the roles and relationships of individuals within the school.

Element 15b	
Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.	
NI	The candidate <i>identifies the areas</i> of the school operation that are not in compliance with legal and fiscal requirements.
C	The candidate <i>ensures</i> that the school operates in compliance with legal and fiscal requirements.
E	▪ The candidate <i>works collaboratively</i> with all members of the professional staff to ensure that the school operates in compliance with legal and fiscal requirements.

Element 15c	
Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generates support for the school by two-way communication with key decision makers in the school community.	
NI	▪ The candidate <i>responds appropriately</i> to specific requests for information.
C	▪ The candidate <i>establishes and implements regular means</i> of communicating information about the site with stakeholders. ▪ The candidate <i>identifies areas</i> in which to strengthen communication with stakeholders and takes positive action in these directions.
E	▪ The candidate <i>provides stakeholders</i> with timely, useful, understandable information related to site issues, policies, and practices, including data about a school and student performance. ▪ The candidate <i>uses interactions</i> with stakeholders as opportunities to listen and inform, thereby building positive and open relationships.

Element 15d	
Each candidate knows how to work with the governing board and district and local candidates to influence policies that benefit students and support the improvement of teaching and learning.	
NI	▪ The candidate <i>participates</i> in local discussions about district policy and site practices.
C	▪ The candidate <i>actively seeks</i> policy information relevant to her/his site from a variety of sources and <i>works with</i> the board, district, and other local candidates.
E	▪ The candidate <i>maintains up-to-date knowledge</i> and understanding of policy development, particularly at the state and local levels, and <i>uses this knowledge proactively</i> to further important education goals for the site and district.

Element 15e	
Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.	
NI	▪ The candidate <i>demonstrates knowledge</i> of policy development, implementation, and impact on resources and support for students.
C	▪ The candidate <i>encourages</i> the participation of other stakeholders to ensure the equitable distribution of resources and support for all students.
E	▪ The candidate <i>seeks out opportunities</i> and <i>actively engages</i> in a variety of forums to influence policy on resources in the interests of all children.

Element 15f	
Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.	
NI	▪ The candidate <i>engages the public</i> in the events of the school so as to maintain a positive image.
C	▪ The candidate <i>establishes opportunities</i> for public input into school issues.
E	▪ The candidate <i>strategizes</i> with others to encourage inputs from the public in the interest of the school's children and achieving school goals.