CALIFORNIA
Educator Credentialing Examinations
Performance Assessments for Teachers and Leaders

CalAPA
California Administrator Performance Assessment

CalAPA Update for Preliminary Administrative Services Preparation Programs

October 24, 2018

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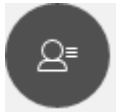
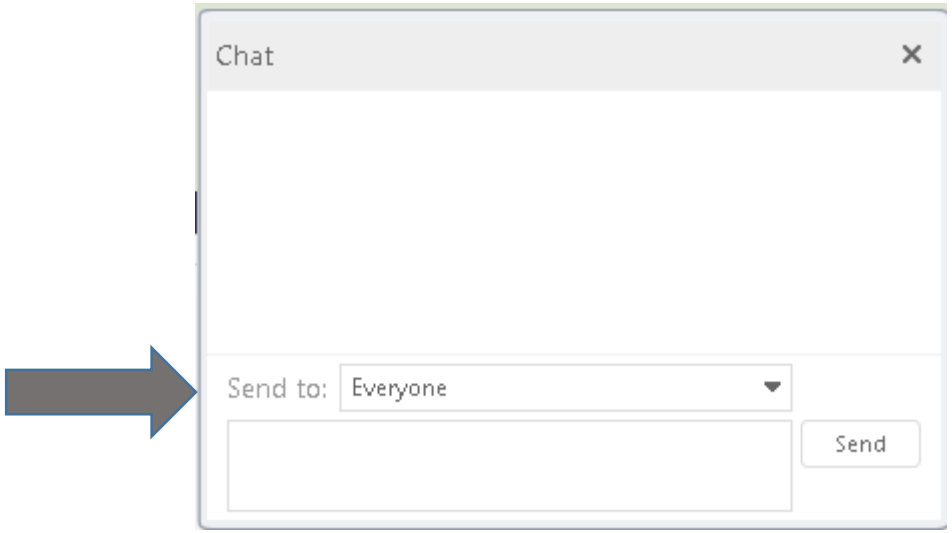
WebEx Features

- Mute and Unmute (*6 to mute, #6 to unmute)
- Participant panel 
- Chat
  - Send questions to “Everyone”.



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Introductions

CTC

Amy Reising, Director of Performance Assessment Development

Gay Roby, Consultant, Professional Services Division

Evaluation Systems

Laurie Thornley, Program Manager

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Agenda

- CalAPA Development: Updates from the CalAPA Field Test Version
- Learning the CalAPA Cycles & Rubrics
- Operational Supports
- Implementation Considerations
- Q&A

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CalAPA Development

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CalAPA Development Timeline

February 2016	CTC Adopts Design Standards	✓
May 2016	CAPE Validity Study	✓
June 2016	CTC Adopts Revised CAPE	✓
June-December 2016	Assessment and Scoring Rubric Developed	✓
January-April 2017	Pilot Test	✓
Fall 2017-Spring 2018	Field Test	✓
Fall 2018	Operational (Non-Consequential for Candidates)	◎
Summer 2019	Standard Setting	
Summer 2019	CTC Adopts Passing Standard	
Fall 2019	Operational (Consequential)	

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CalAPA Design Team

- Susan Belenardo, La Habra City School District
- Rebecca Cheung, University of California, Berkeley
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- Janice Cook, University of San Diego
- Katrine Czajkowski, Sweetwater Union High School District
- Ardella Dailey, California State University, East Bay
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- Douglas Fisher, San Diego State University
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- Keith Myatt, California State University, Dominguez Hills
- Kelli Seydewitz, Irvine Unified School District
- James Webb, William S. Hart Union High School District
- Charles Weis, California State University, Channel Islands
- Jose Gonzales, Commission Liaison

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Pilot Year & Field Test Year

Participation:

- 322 unique candidates
- 25 Administrative Services Preparation Programs represented
- 338 total submissions
  - Cycle 1: 95
  - Cycle 2: 118
  - Cycle 3: 125
- 45 assessors

Participation:

- 109 Unique Candidates
- 23 Administrative Services Preparation Programs represented
- 223 Total Submissions
  - Cycle 1: 79
  - Cycle 2: 64
  - Cycle 3: 80
- 35 Assessors

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Lessons from the CalAPA Pilot Participation

- Cycle order strategically updated
- Task specific, analytic rubrics developed
- Cycle 3: Supporting Teacher Growth updated to one coaching cycle
- Other minor evidence adjustments (e.g. video clip requirements)

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Lessons from the CalAPA Field Test Participation

- Results supported 3-cycle model
- Strongly aligned with CAPE Effective in improving candidate leadership abilities
- Rubrics needed a tighter link between the essential question and rubric levels
- Institutions need additional guidance on how to support candidates, particularly in providing technical assistance on preparing and uploading videos

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Non-consequential Year (PSA 18-01)

- In 2018-2019 vouchers pay for 3,000 candidates to complete the CalAPA
- Registration opened October 9th

Date Candidate Enrolls in Preliminary Administrative Services Credential Preparation Program	Eligible to Meet Non-consequential or Required Consequential CalAPA Implementation Requirements	
	Non-consequential	Consequential
Prior to June 1, 2018	No	No
June 1, 2018 - May 31, 2019		
• **Candidate submits at least one cycle by September 26, 2019 and submits all three cycles by December 31, 2020**	Yes	No
• **Candidate does not submit at least one cycle by September 26, 2019 and all three cycles by December 31, 2020**	No	Yes
As of June 1, 2019	No	Yes

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From Field Test to Operational Status

- 23 programs to 65 programs
- 23 CalAPA coordinators to 65 coordinators
- ?? Faculty to ???? Faculty
- 223 submissions to approximately 9,000 submissions
- From 1 or 2 cycle submissions per candidate to all candidates submit all three cycles

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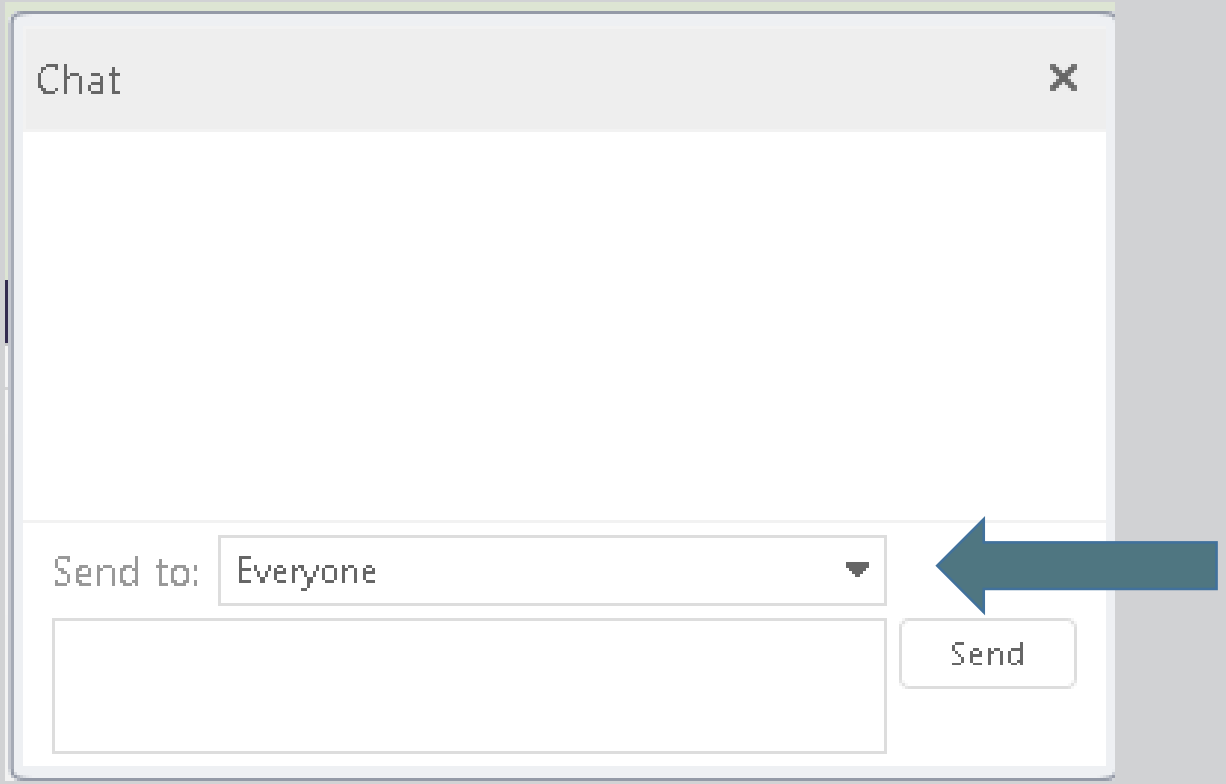

Questions?

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CalAPA Operational Assessment Design

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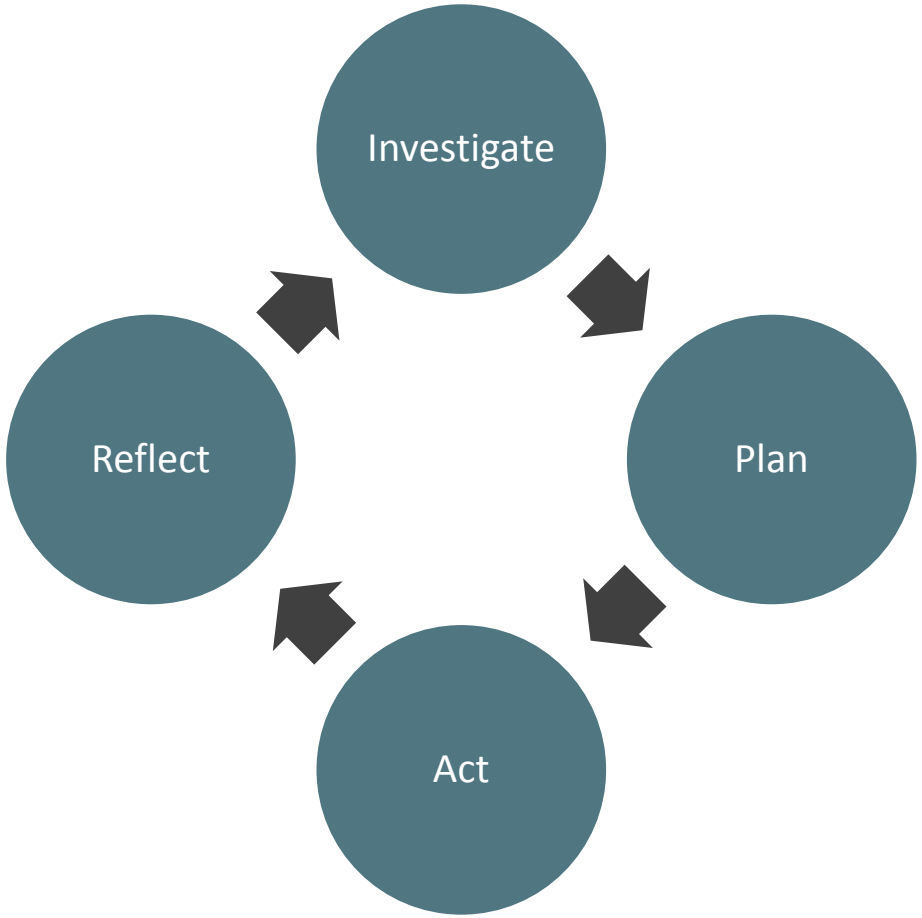
CalAPA Structure: Three Leadership Cycles

- 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



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Step 1: Invetigate Example Rubric

Rubric 1.1 — Step 1: Investigate

Essential Question: Based on the selected area of interest, how does the candidate select and evaluate quantitative data sources across three years, identify patterns and/or trends related to equity, and relate the analysis to the school's vision and goals?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate selects an area of interest that is not supported by presented data. **OR** Candidate does not accurately identify patterns or trends related to school equity issues. **OR** Candidate does not relate their analysis to the school vision and goals.	Candidate selects an area of interest, identifies some patterns and/or trends, and vaguely defines a focus area with minimal attention to school equity issues. Candidate superficially describes the relationship between their focus area, their data findings, and the school's vision and goals.	Candidate selects an area of interest and evaluates quantitative data across three years, identifying general patterns and/or trends related to school equity. Data analysis supports selection of a focus area for further investigation. Candidate analyzes the relationship between their focus area, their data findings, and the school's vision and goals.	**All of Level 3, plus:** Candidate's investigation and evaluation of quantitative data focuses on priority student group differences.	**All of Levels 3 and 4, plus:** Candidate cites relevant research that supports patterns and/or trends related to equity as found in their evaluation of the quantitative data.

CAPE Standard 1; Elements 1A, 1C

Primary Source of Evidence:

- Written Narrative: Data Collection, Summary, and Equity Gap Analysis

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

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Step 1: Investigate

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Investigate (template provided)	• Select an area of interest related to student learning and/or well-being. • Collect and analyze multiple sources of quantitative data for the school across three years (i.e., previous year, two years ago, and three years ago). • Examine quantitative data for equity-related patterns and/or trends in your area of interest. • Based on this analysis, identify a focus area related to equity that you will follow up with in the next steps of the investigation. • Identify three sources of qualitative data to further investigate your focus area of interest, and collect data from each source. • Summarize and provide a rationale for selecting your chosen quantitative and qualitative data sources. • Conduct an equity gap analysis.	• Written Narrative: Data Collection, Summary, and Equity Gap Analysis (up to 5 pages)

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Step 2: Plan

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 2: Plan (template provided)	• Based on your equity gap analysis, determine the potential causal factors (institutional and/or structural) influencing the equity gaps you have identified. • Based on your analysis, identify an educational area of need at the school and develop a problem statement that culminates from your data collection and equity gap analysis.	• Written Narrative: Potential Causes and Problem Statement (up to 4 pages)

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Step 3: Act

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 3: Act (template provided)	• Based on the problem statement and identified area of educational need, develop potential strategies for equitable school improvement. • Solicit feedback from a key stakeholder(s). • Explain how you will adapt your proposed strategies for equitable school improvement based on that feedback.	• Written Narrative: Planning for School Improvement and Promoting Equity (up to 4 pages)

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Step 4: Reflect

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 4: Reflect (template provided for written narrative only)	• Reflect on your work in Leadership Cycle 1 in terms of your leadership capacity to identify potential causal factors and strategies to address equity gaps at the school, provide equity-driven leadership, and develop stakeholder support, as well as reflect on what strengths you would like to further develop.	• Reflective Narrative (up to 2 pages of written or up to 3 minutes of video)

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Step 1: Plan Rubric Essential Questions (3 Rubrics)

Investigate	
Rubric 1.1	Based on the selected area of interest, how does the candidate select and evaluate quantitative data sources across three years, identify patterns and/or trends related to equity, and relate the analysis to the school's vision and goals?
Rubric 1.2	How does the candidate collect and analyze relevant qualitative data and explain their relation to quantitative data findings and equity issues?
Rubric 1.3	How does the candidate conduct an equity gap analysis to inform their understanding of the equity issues and educational needs at the school?

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Step 2: Plan Rubric Essential Questions (2 Rubrics)

Plan	
Rubric 1.4	How does the candidate determine causal factors, including institutional and/or structural factors, that contribute to the identified equity gap(s) affecting student groups and cites the research supporting their determination?
Rubric 1.5	How does the candidate use the equity gap analysis and identification of potential causal factors to develop an actionable problem statement related to student achievement and/or well-being?

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Step 3: Act Rubric Essential Questions (1 Rubric)

Act	
Rubric 1.6	Are the strategies proposed for equitable school improvement well informed by the findings of the equity gap analysis and causal factors, and responsive to the problem statement?
Rubric 1.7	How does the candidate apply the feedback received from their supervisor or other key stakeholder(s) familiar with the school context and describe next steps for creating buy-in and potential implications for the proposed set of strategies?

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Step 4: Reflect Rubric Essential Questions (1 Rubric)

Reflect	
Rubric 1.8	How does the candidate summarize what they have learned in Leadership Cycle 1 and connect that learning to their development as an equity-driven leader?

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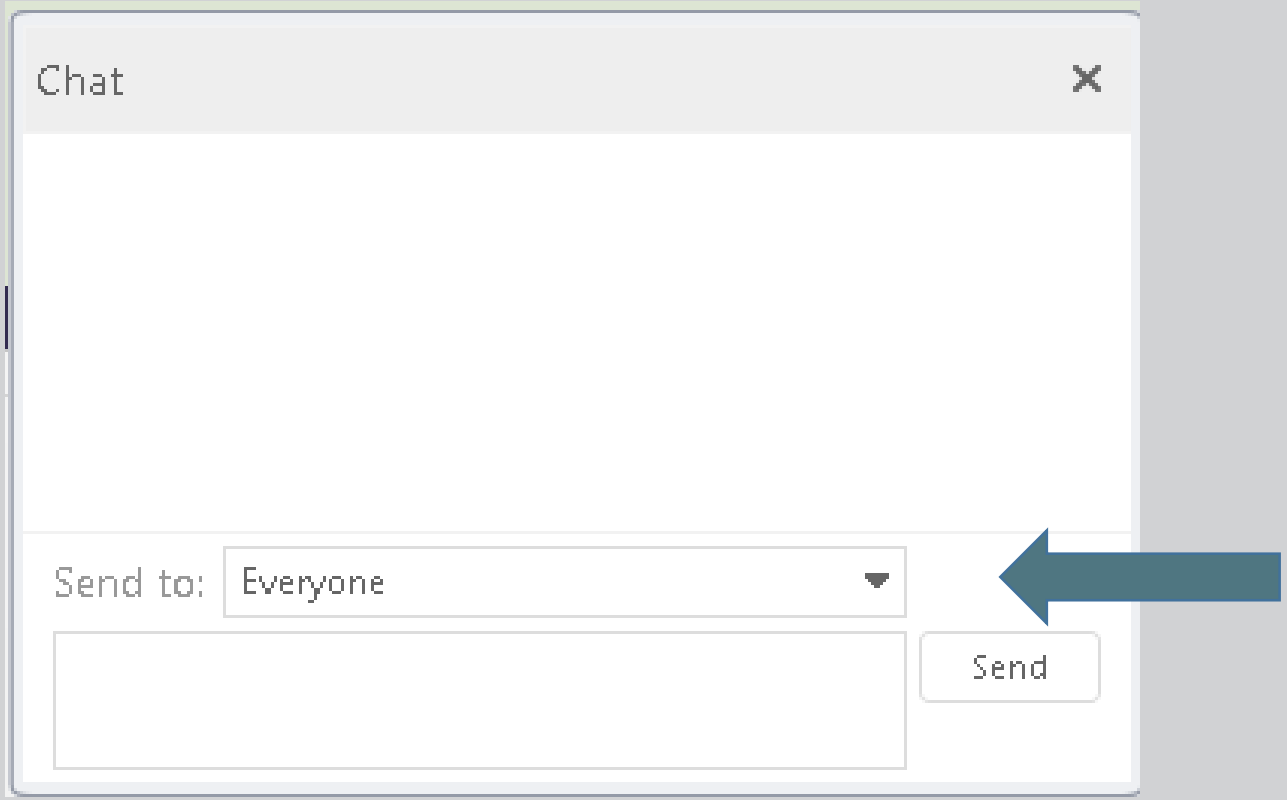

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Leadership Cycle 2: Facilitating Communities of Practice

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Step 1: Investigate

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Investigate (template provided)	• Describe the current professional learning context and investigate the role and scope of collaborative professional learning and/or communities of practice. • Identify and provide a rationale based on available student data for one area of educational focus for collaborative professional learning that could positively impact student learning and/or well-being. • Based on the area of educational focus, select an appropriate group of 3 to 5 educators to serve as a new community of practice or invite an existing community of practice to engage in professional learning.	• Written Narrative: Professional Learning Context, Area of Educational Focus, and Community of Practice (up to 3 pages)

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Step 2: Plan

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 2: Plan (template provided)	Hold a planning meeting with the group (3 to 5 educators) to 1. identify a problem of practice within or from the area of educational focus based on relevant data and school priorities or vision; 2. select an evidence-based strategy to address the problem of practice to support student learning and/or well-being.	• Written Narrative: Problem of Practice Description and Strategy (up to 3 pages)

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Step 3: Act

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 3: Act	• Facilitate at least 3 meetings (in addition to the planning meeting in Step 2) to learn about the strategy and support the group and individual members to implement the strategy to address the problem of practice (student learning and/or well-being). Document the group's learning as they implement and reflect on initial results of the strategy and their professional learning. • Video-record all meetings. Select and annotate 3 video clips that show (1) your approach to establishing norms for professional collaboration; (2) your ability to redirect, refocus, help the group build buy-in or reach consensus, and/or facilitate group agreement; and (3) the end of a meeting.	• Agendas and minutes for group meetings (at least 3 meetings) • Key collaborative work products (up to 10 pages) • 3 annotated video clips (Video Clip 1, 3–5 minutes; Video Clip 2, 3–5 minutes; Video Clip 3, 1–3 minutes)

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Step 4: Reflect

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 4: Reflect (template provided for written narrative only)	Analyze your experience facilitating a community of practice and include feedback from the group about their learning process. Reflect on your learning and equitable leadership development throughout Cycle 2.	• Reflective Narrative (up to 3 pages of written or up to 5 minutes of video)

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Step 1: Plan Rubric Essential Questions (2 Rubrics)

Investigate	
Rubric 2.1	How does the candidate describe and analyze current practices of professional collaboration at the school as it relates to student learning and/or well-being?
Rubric 2.2	How does the candidate select an area of educational focus based on student data and identify a group of educators to participate in a community of practice about student learning and/or well-being that corresponds to school priorities or vision?

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Step 2: Plan Rubric Essential Questions (2 Rubrics)

Plan	
Rubric 2.3	Based on the selected area of educational focus, how does the candidate work with the group to identify a problem of practice related to student learning and/or well-being?
Rubric 2.4	How does the candidate work with the group to identify and monitor an evidence-based strategy that addresses the problem of practice based on student learning and/or well-being?

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Step 3: Act Rubric Essential Questions (2 Rubrics)

Act	
Rubric 2.5	How does the candidate facilitate group learning, including establishing and using norms, documenting group decisions, facilitating collaborative process (group consensus, feedback, and progress), supporting diverse viewpoints, and maintaining focus and energy?
Rubric 2.6	How does the candidate facilitate group meetings and support members, individually and as a group, in learning to implement the evidence-based strategy and use feedback from members to help inform the learning process?

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Step 4: Reflect Rubric Essential Questions (1 Rubric)

Reflect	
Rubric 2.7	How does the candidate use feedback and initial results to improve their leadership skills and practices to facilitate a community of practice?

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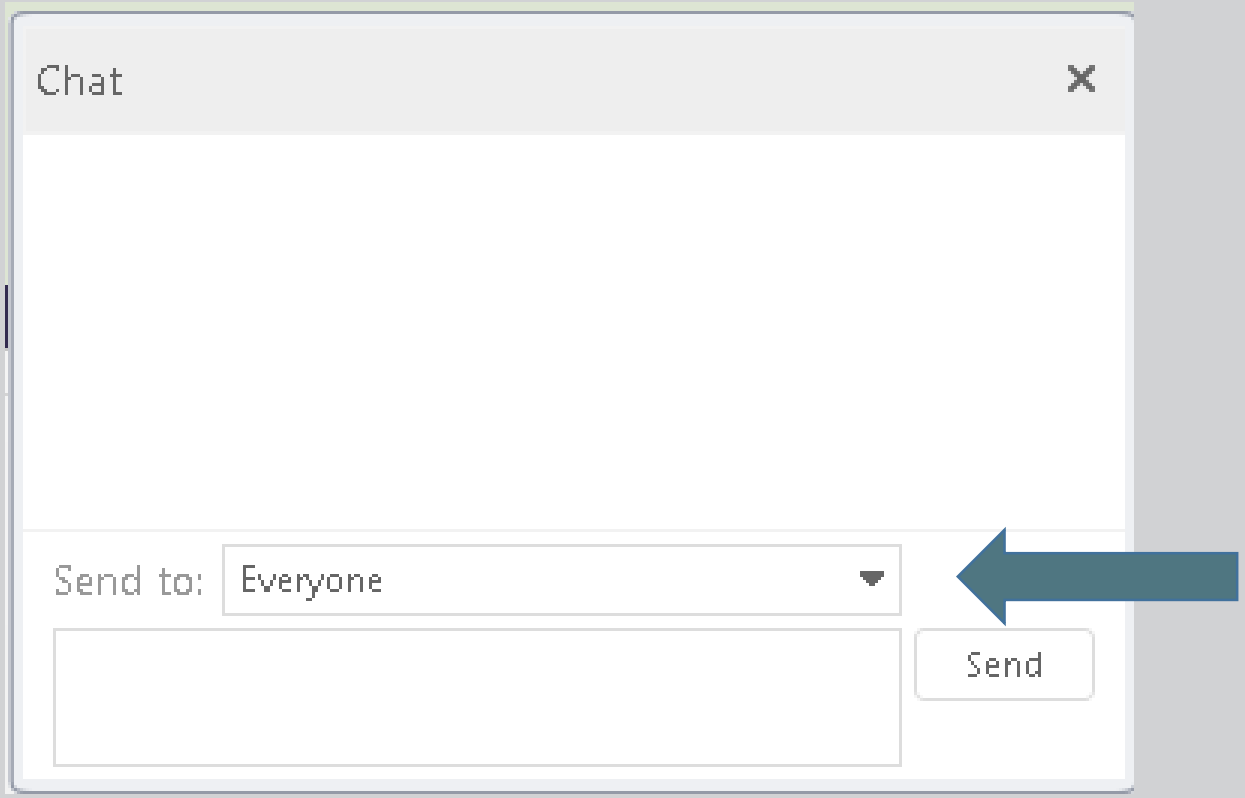

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Leadership Cycle 3: Supporting Teacher Growth

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Step 1: Investigate

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Investigate (template provided)	• Familiarize yourself with the current coaching and observation practices at the school and review the California Standards for the Teaching Profession (CSTP). • Identify a volunteer teacher for the coaching cycle and learn about the teacher's classroom context and students. • Provide a summary of the context and the teacher's prior experiences with coaching and/or observation to plan for the coaching cycle.	• Written Narrative: Context for Coaching Cycle and Volunteer Teacher (up to 3 pages)

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Step 2: Plan

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 2: **Plan** (template provided)	• Plan, conduct, and video-record a pre-observation meeting with the volunteer teacher and select one or two CSTP element(s) as a focus for the observation. • Review and collect a copy of the lesson plan to be observed (to be submitted with Step 3 evidence). • Select 2 video clips from the pre-observation meeting that provide evidence of your coaching, and annotate the clips with brief rationales for coaching practices seen in the video.	• Written Narrative: Classroom Context, Lesson, and Observation (up to 3 pages) • 2 annotated video clips of the pre-observation meeting (Video Clip 1, 3–5 minutes; Video Clip 2, up to 2 minutes)

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Step 3: Act

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 3: **Act**	• Conduct and video-record a classroom observation of the teacher's lesson. Follow all district policies regarding video-recording of students and teachers, and secure all required permissions. • Analyze the observation evidence in relation to the selected CSTP element(s) to prepare for the post-observation meeting. • Conduct and video-record the post-observation meeting. • Select up to 5 video clips from the post-observation meeting that provide evidence of your coaching, and annotate the clips with brief rationales for coaching practices seen in the video.	• Volunteer teacher's lesson plan and learning goals for the class you observed • CSTP-focused notes from the observation and/or forms used to document the observation evidence • Up to 5 annotated video clips (totaling no more than 10 minutes; a single clip must be at least 1 minute in length) of the post-observation meeting

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Step 4: Reflect

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 4: Reflect (template provided for written narrative only)	• Reflect on your learning and leadership development in relation to your coaching and observation abilities to support teacher growth. • Describe continuous improvement steps for the volunteer teacher.	• Reflective Narrative (up to 3 pages of written or up to 3 minutes of video)

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Step 1: Plan Rubric Essential Questions (1 Rubric)

	Investigate
Rubric 3.1	How does the candidate describe and analyze the current role of teacher coaching, observation practices, and/or instructional feedback at the school, and explain the implications for their approach to conducting a coaching cycle?

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Step 2: Plan Rubric Essential Questions (1 Rubric)

Plan	
Rubric 3.2	How does the candidate work with the volunteer teacher to understand the learning goals, classroom context, and student assets and learning needs; to select CSTP element(s), including data to be collected; and to plan for the observation?

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Step 3: Act Rubric Essential Questions (3 Rubrics)

Act	
Rubric 3.3	How does the candidate recognize and document qualities of teaching practice related to the selected CSTP element(s) and learning goals?
Rubric 3.4	How does the candidate foster a learning conversation in a post-observation meeting using CSTP-related observation evidence, lesson observation video, student work, or other related evidence with the volunteer teacher regarding strengths and area(s) for growth?
Rubric 3.5	How does the candidate facilitate next steps for ongoing teacher learning and development through coaching during the post-observation meeting?

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Step 4: Reflect Rubric Essential Questions (2 Rubrics)

Reflect	
Rubric 3.6	How does the candidate analyze their capacity to support the volunteer teacher's development based on the CSTP through the coaching and observation process, while maintaining a high standard of professionalism, integrity, and equity?
Rubric 3.7	How does the candidate, informed by a continuous improvement mindset and focus on equitable leadership, reflect on their role as a school leader acting as an instructional coach, and determine next steps to support the volunteer teacher's development?

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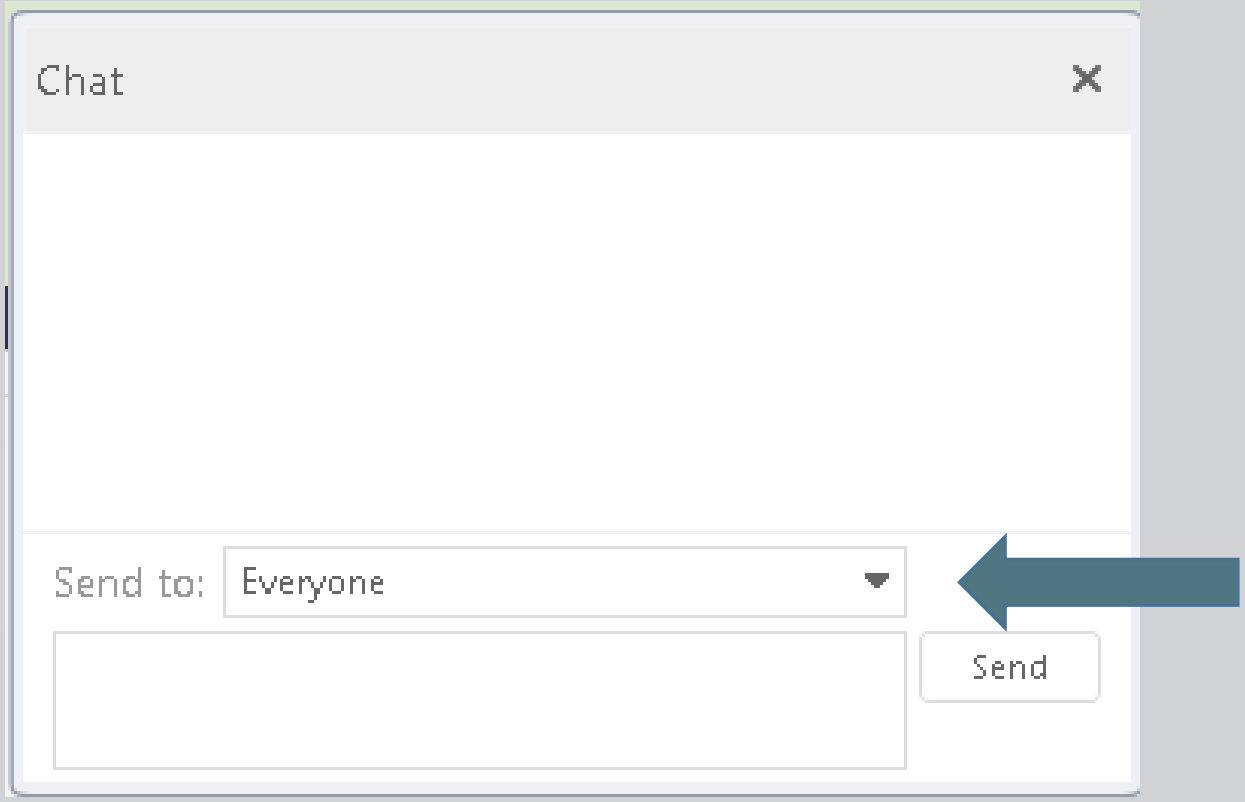

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CalAPA Operational Supports

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CalAPA Operational Infrastructure

- Online candidate registration system
- Online candidate submission system with integrated annotation tool for video-recorded evidence
- Year-round submission opportunities and scores reported within three weeks of a submission deadline
- Centralized, online scoring with local scoring option available in 2019
- Electronic distribution of candidate scores to candidates and programs including *ResultsAnalyzer* for programs
- Remediation and retake support
- Data available on Commission Dashboard

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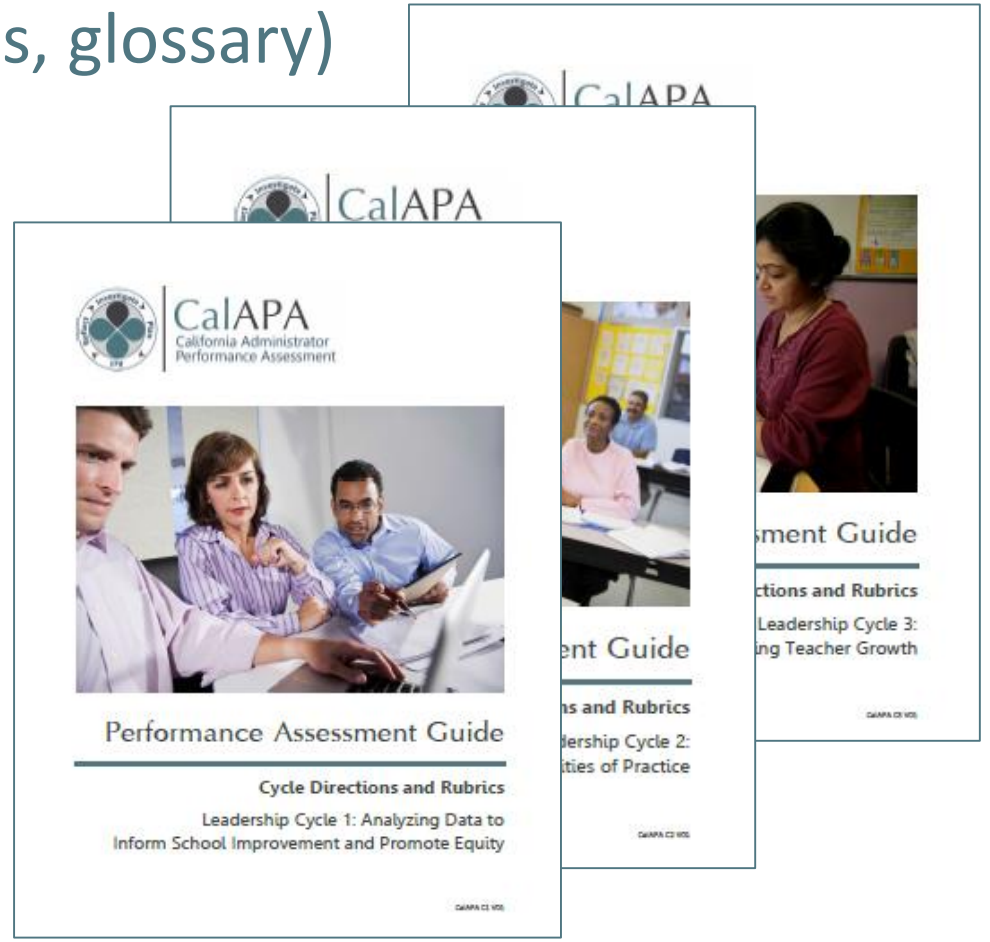
CalAPA Operational Support Materials

- Assessment guide (cycle directions, rubrics, glossary)
- Templates to support candidate success
- Candidate tutorials for technical support
- Faculty support
- Example submissions (exemplars)
- Candidate Support Center
  - Phone
  - Email
  - Live chat



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Ongoing Program Supports

- CTC letter to districts re: fieldwork location site expectations for CalAPA
  - CalAPA Overview makes an excellent companion piece to the letter
- Weekly Office Hours: September – June 2019 11:00 am - 12:00 pm
- Monthly Virtual Think Tanks – started in July, continue through April
- Implementation Think Tanks – September/October

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Implementation Readiness

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2018-2019 Non-Consequential Administration Year

- Candidates are not required to pay fees; programs will be issued vouchers to distribute to candidates
- Program coordinators will be contacted regarding the process to obtain vouchers
- Candidates are not required to meet a passing standard, but they must complete all three cycles in a timely manner (see PSA 18-01)
- 9,000 vouchers for the non-consequential year
- Transition date to consequential year is June 1, 2019

CalAPA
California Administrator Performance Assessment

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CalAPA Submission & Reporting Dates

- REVISED 2018-2019 Schedule available (www.ctcpa.nesinc.com)
- First submission deadline was Thursday, October 18, 2018
- One submission deadline per month, year-round
- More deadlines during fall and spring to address volumes based on recent onboarding survey results.

To Receive Your Results On:	Submit Your Cycle by :
Candidate results for these submission deadlines will be reported on April 11, 2019	October 18, 2018
	November 15, 2018
	December 13, 2018
	January 10, 2019
	February 7, 2019
	March 7, 2019
	March 21, 2019
May 9, 2019	April 18, 2019
June 6, 2019	May 16, 2019
July 3, 2019	June 13, 2019
August 9, 2019	July 18, 2019
September 12, 2019	August 22, 2019

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Candidate Assessment Results Report

- Per Cycle
  - Rubric-level Scores and Descriptors
  - Total Score
- Assessment Performance Summary
  - Status and Reporting Date for All Cycles
  - APA Requirement Met Status
- Understanding Your CalAPA Assessment Results Report
  - Each Section of Report
  - Condition Codes
- Next Steps; how to best use diagnostic information
  - Individualized development plan for induction

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Candidate Results for Preparation Programs

- Data Feed Per Score Reporting Period
  - Candidate-level Roster
    - Reporting Date
    - Preparation Program
    - Cycle
    - Rubric Scores
    - Total Cycle Score
    - Average Rubric Score
    - Passing Status
- *ResultsAnalyzer®*
    - Candidate-level Data
    - Aggregate-level Data

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CalAPA Assessor Qualifications

Applicants **MUST** meet both of the following requirements.

REQUIREMENT #1

- Hold a current California Clear or Life Administrative Services Credential

REQUIREMENT #2

- Have a minimum of three (3) years of current or recent (within 3 year) experience as a TK-12 administrator in California.

OR

- Have a minimum of three (3) years of current or recent (within 3 years) experience as a member of a Commission-approved preliminary or clear administrative services preparation program.

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Faculty Support Guidelines

http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_Faculty_CalAPA.html

- Required support
- Acceptable support
- Unacceptable support
- Candidate video support

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Program Readiness Planning – Complete or In Progress

- Finalize program policies
- Begin recruiting assessors, if local scoring option selected
- Identify suitable fieldwork location sites
- Establish system for communicating with faculty and fieldwork location sites & begin disseminating CalAPA information
- Meet with faculty and school/district personnel to clarify roles, plan curriculum integration, & plan for candidate supports
- Establish schedule for faculty & school/district personnel training

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Program Readiness Planning – October to December 2018

- CalAPA registration opened: October 9
- First submission deadline: October 18 (results April 11)
- Virtual Think Tank IV: October 26 @ 1:00 – 2:30
- Second submission deadline: November 15 (results April 11)
- Induction Conference--Fresno, December 5-6
- Virtual Think Tank V: December 7 @ 1:00 – 2:30
- Third submission deadline: December 13 (results April 11)
- Assessor training begins in January 2019

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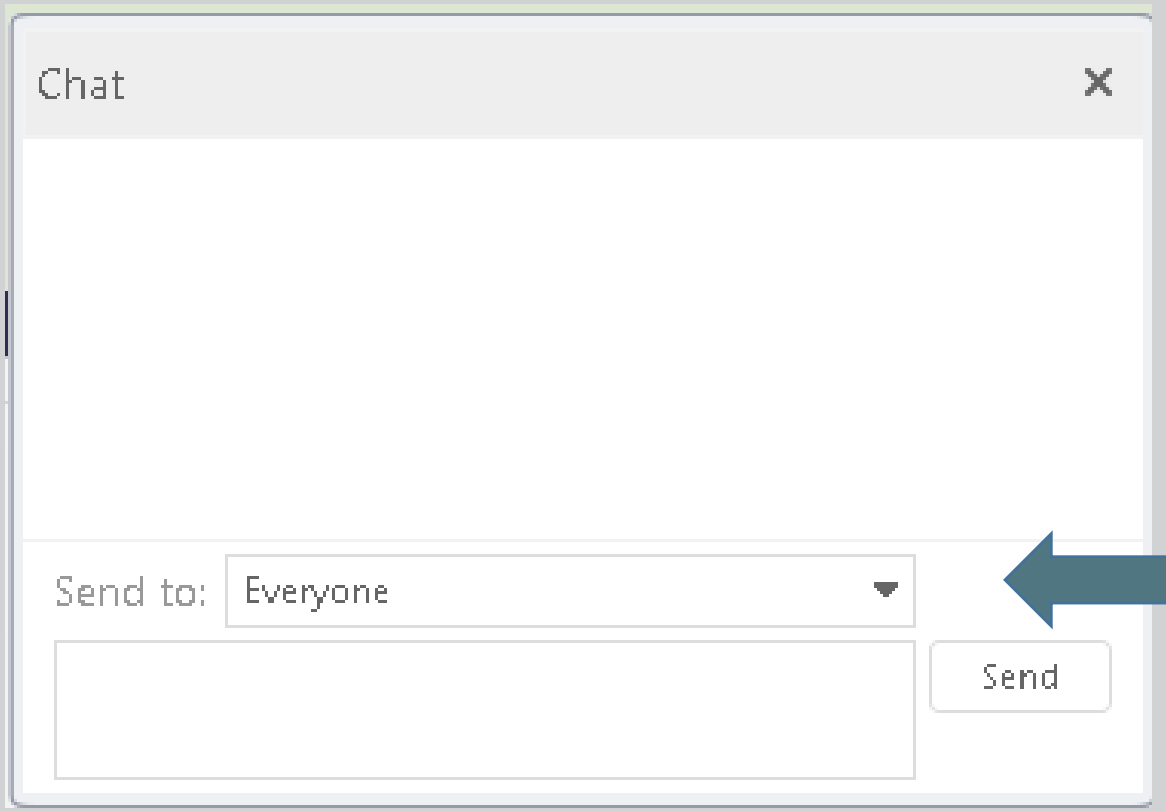

Questions?

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Thank you for attending.

PSD E-News: https://www.ctc.ca.gov/commission/newsletters/psd-news
Technical questions: es-calapa@pearson.com
Policy questions: areising@ctc.ca.gov
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