



CALIFORNIA

Educator Credentialing Examinations
Performance Assessments for Teachers and Leaders



CalAPA

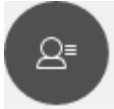

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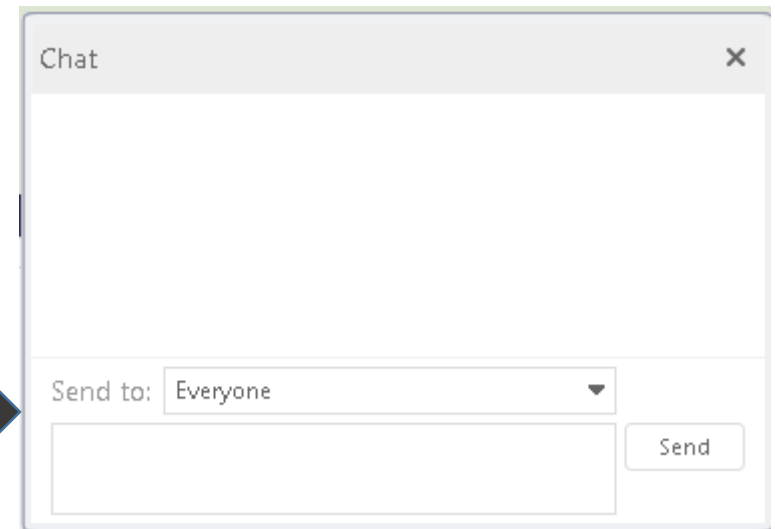


CalAPA
Virtual Think Tank VIII
*“Coaching Candidates to
Strengthen Their Reflections”*
March 29, 2019

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1900 Capital Avenue, Sacramento, CA 95811

WebEx Features

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



Introductions of Facilitators

Evaluation Systems

Laurie Thornley, Program Manager

Commission on Teacher Credentialing

Amy Reising, Director of Performance Assessment Development

Gay Roby, Consultant, Professional Services Division

CalAPA Design Team Members

Janice Cook, San Diego State University

Charles Weis, California State University, Channel Islands

Agenda

- Welcome & Introductions
- Online participation instructions
- Updates on the CalAPA system
- Coaching Candidates towards Stronger Reflections
- Q & A/ Networking Time



Upcoming Events: Submitting and Assessing

- Upcoming Submission windows
 - April 18, 2019
 - May 16, 2019
 - June 13, 2019
 - July 18, 2019
 - August 22, 2019
- Scoring the CalAPA
 - Assessing has begun!
 - Next training April 15-16
San Bernardino COE
- Reporting dates for CalAPA
 - April 11, 2019
 - May 9, 2019
 - June 6, 2019
 - July 3, 2019
 - August 8, 2019
 - September 12, 2019



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Upcoming Events: Reporting

- Reporting dates
 - **April 11, 2019**
 - May 9, 2019
 - June 6, 2019
 - July 3, 2019
 - August 8, 2019
 - September 12, 2019



Candidates receive

- Completion notifications upon submission of cycle
- Individual rubric scores

Programs receive

- Aggregated scores for all candidate submissions
- Disaggregated scores for each candidate submission



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Non-Consequential Candidates: Determining a Lock Down List

- **Non-consequential candidates must use their non-consequential vouchers to register for all three CalAPA Leadership Cycles by June 28, 2019.** (*NOTE: The expiration period for all non-consequential registrations will be extended from 12 months to December 31, 2020 to align with the final non-consequential submission deadline*).
- This registration list will serve as a program’s “lock down list”, i.e., candidates who met the May 31, 2019 enrollment deadline to qualify for the non-consequential administration. Programs should use the candidate status report available in the [edReports](#) data portal to verify this is taking place and confirm their lists.

Non-Consequential Candidates: Determining a Lock Down List

- After June 28th, any non-consequential vouchers that have not been used by eligible candidates to register for the CalAPA will automatically expire.
- **Non-consequential candidates must submit their first completed cycle by September 26, 2019.**
 - Candidates who meet this deadline will retain their non-consequential status, and will not be held to meeting a passing standard as a condition for earning a Preliminary Administrative Services Credential as long as they have completed and submitted all three cycles of the CalAPA for scoring by December 31, 2020.
 - Candidates who miss this deadline will become consequential candidates, and will be held to meeting the passing standard set by the Commission. Their non-consequential registrations will be automatically withdrawn, and they will need to re-register as a consequential candidate and pay the corresponding fees (requiring a credit card).



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Consequential Candidates: Payment Options

- Credit Card payment for consequential candidate registration will begin on July 19, 2019.
- Preparation programs may purchase vouchers for consequential candidates and build the cost into their tuition and fee structures. Information on how to purchase vouchers will be forthcoming in May.

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- For more information on the non-consequential and consequential implementation of the CalAPA, please see [PSA 18-01](#).

- Questions? Contact Evaluation Systems es-calapa@pearson.com



Bridging the Non-consequential to Consequential year

Important Dates to Remember

May 31, 2019	Enrollment deadline for candidates to be in the non-consequential administration of the CalAPA and be represented on the lock list
June 28, 2019	Candidates must register all three of their non-consequential vouchers
July 19, 2019	Credit card payment begins for consequential candidates
Sept. 26, 2019	Non-consequential candidates must submit their first consequential cycle
December 31, 2020	Non consequential candidates must have all three cycles submitted



Assessing the CalAPA: Join us—be an assessor!

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.

Apply to become an assessor! Ask your friends to join you!



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Coming events

- **Weekly Office Hours**
 - Thursdays, 11:00 – noon
- **Virtual Think Tanks**
 - April 26 “Transitioning to CASC”
 - May 31 “Remediation Considerations”
- **Spring Assessor Training Sessions**
 - April 15-16, San Bernardino COE
- **CalAPA Coordinator’s Meeting**
 - June 21, Times TBD
 - Orange County Department of Education
- **Spring CalAPA Implementation Think Tanks (supported by Wallace Funding)**
 - SoCal: May 17th, Riverside COE
 - NorCal: May 22nd, William Jessup University in Rocklin (Sacramento area)



Coaching Candidates to Strengthen Their Reflections

Helping Students Be Reflective

- When reflecting on an experience or learning, think about...
 - What happened and why?
 - What did you find challenging? Rewarding?
 - What coursework or theory might explain why this happened?
 - What did you learn? What would you do differently?
 - What questions or wonderings do you have?
 - How might these impact your future behavior?



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THE REFLECTIVE PRACTITIONER (con't)

3. ANALYSIS and EVALUATION

What was good or bad about the experience? Make value judgments.

What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on? Were different people's experiences similar or different in important ways?

4a. CONCLUSIONS (general)

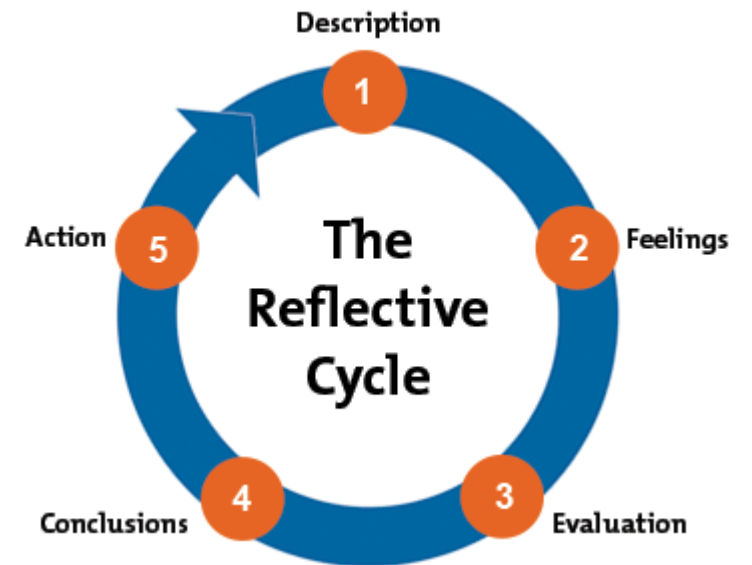
What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?

4b. CONCLUSIONS (specific)

What can be concluded about your own specific, unique, personal situation or way of working?

5. PERSONAL ACTION PLANS

What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learned?



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THE REFLECTIVE PRACTITIONER

Learning researcher Graham Gibbs (1988) discussed the use of structured debriefing to facilitate the reflection involved in Kolb's experiential learning cycle.

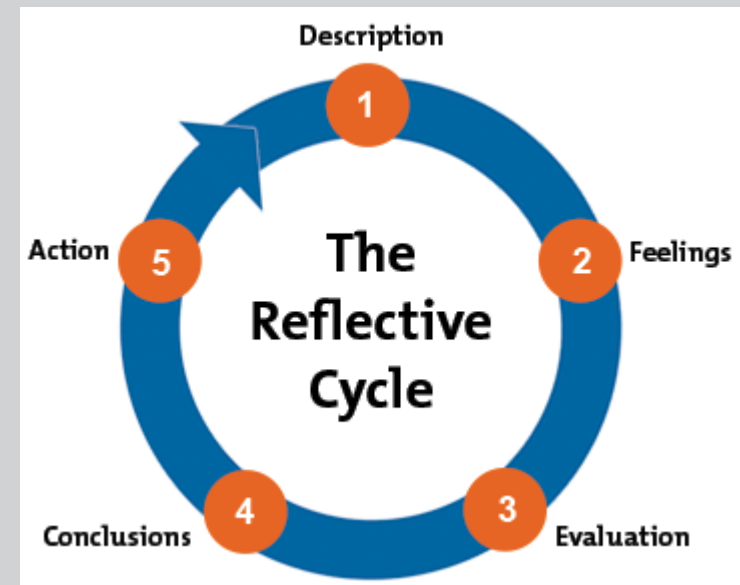
Gibbs' suggestions are often cited as "Gibbs' Reflective Cycle" or "Gibbs' Model of Reflection", and simplified into the following five distinct stages to assist in structuring reflection on learning experiences:

1. Description

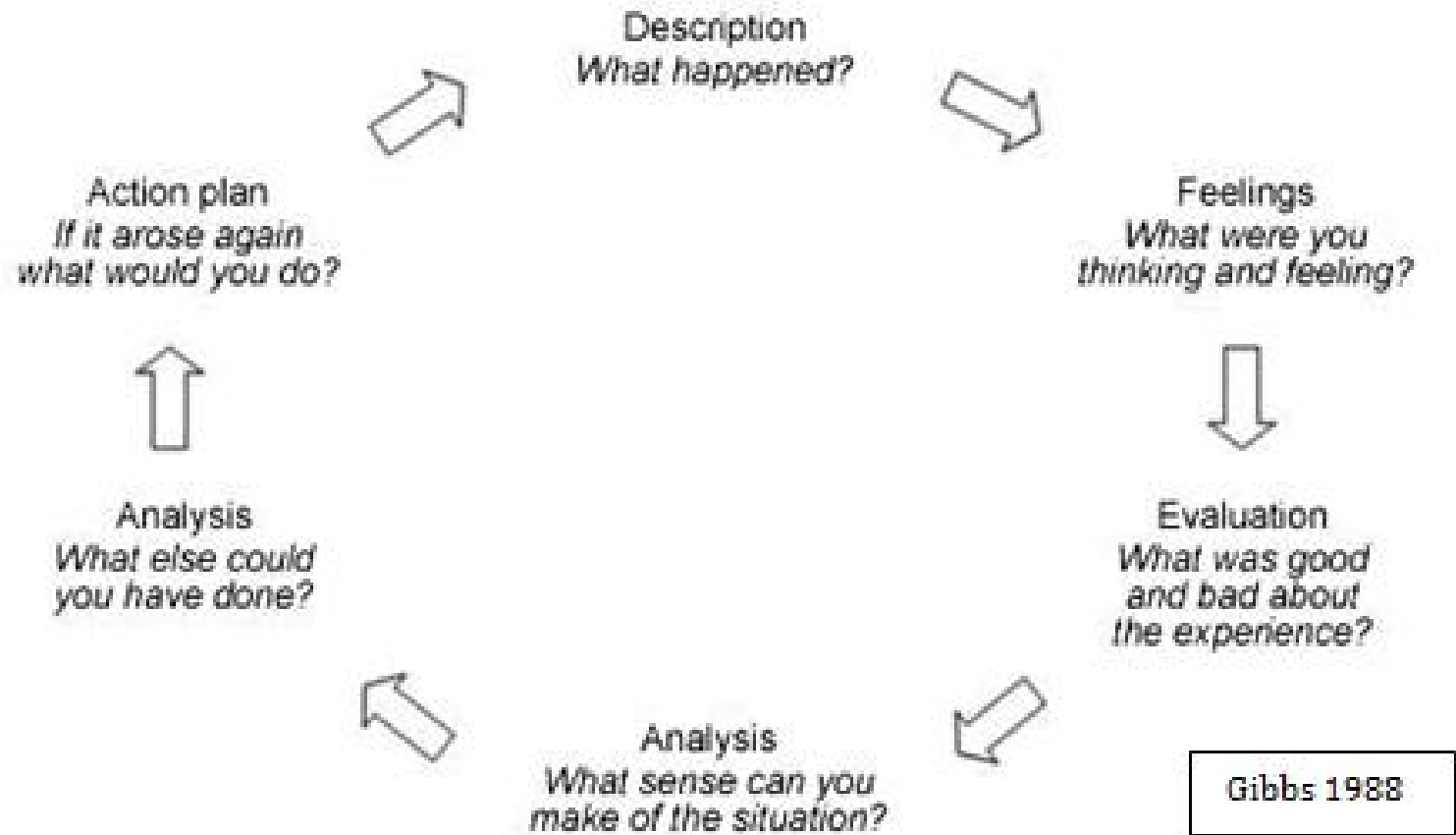
What happened? Don't make judgments yet or try to draw conclusions; simply describe.

2. Feelings

What were your reactions and feelings? Again don't move on to analyzing these yet.



The Reflective Practitioner



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Cycle 1, Rubric 1.8 — Step 4: Reflect

Essential Question: How does the candidate summarize what they have learned in Leadership Cycle 1 & connect that learning to their development as an equity-driven leader?

Level 1

Candidate's reflection is irrelevant to the equity gap analysis and causal factors. Proposed strategies are not mentioned or aligned with the vision or equity goals. Feedback is not applied and the importance of stakeholder buy-in is not discussed in the reflection

Level 2

Candidate demonstrates minimal understanding of the contribution of structural and institutional factors to equity gaps at the school. Candidate's reflection demonstrates limited understanding of the role of an equity-driven leader to address structural and institutional factors that influence equity gaps. Candidate provides limited insight into the importance of stakeholder feedback and engagement in developing strategies for school improvement.

Level 3

Candidate demonstrates understanding of the contribution of structural and institutional factors to equity gaps at the school and describes the role of an equity-driven leader to address these factors. Candidate describes the importance of seeking feedback on proposed strategies and in building stakeholder buy-in. Candidate draws from their work in Cycle 1 to identify their strengths and areas for further growth and development in equity-driven leadership.

Level 4

All of Level 3, plus: Candidate's reflection demonstrates that they are aware of how the school context influences their ability to provide equity-driven leadership, and analyzes how equity gap analysis and underlying causal factors can impact conditions for student learning/well-being.

Level 5

All of Levels 3 & 4, plus: Candidate's reflection identifies potential future equity leadership challenges at the school or for specific priority student groups and how to address these challenges collaboratively with other stakeholders.

Cycle 2, Rubric 2.7 — Step 4: Reflect

Essential Question: How does the candidate use feedback & initial results to improve their leadership skills 7 practices to facilitate a community of practice?

Level 1

Candidate identifies a strength or area for improvement with no or minimal supporting evidence based on the group's feedback or early impact and/or initial implementation results.

Level 2

Candidate identifies strengths and areas for growth and cites group member feedback or other evidence of practice that provides a weak or vague connection to identify areas for improvement in their leadership skills.

Level 3

Candidate identifies strengths and areas for growth in how to facilitate a community of learners to address a problem of practice, using group member feedback, early impact and/or initial implementation results, or other evidence of practice.

Level 4

All of Level 3, plus:
Candidate cites specific examples from their evidence collected to illustrate how they maintained professionalism, integrity, and equity consistently throughout the group learning process and in response to the school's context.

Level 5

All of Levels 3 & 4, plus:
Candidate draws on evidence-based professional practices and research related to leadership development, adult learning, and group facilitation in analyzing their own practices and leadership growth throughout the cycle steps.

Cycle 3, Rubric 3.6 — Step 4: Reflect

Essential Question: 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?

Level 1

Candidate does not describe their capacity to support teacher development through coaching or observation processes, and no evidence is provided about their level of professional behavior, integrity, or equity during the coaching and observation process.

Level 2

Candidate generally and/or broadly describes strengths and/or areas for improvement in coaching and observation with cursory use of volunteer teacher’s feedback and other evidence to demonstrate how they maintained a high standard of professional behavior, integrity, and/or equity.

Level 3

Candidate analyzes coaching and observation strengths and identifies areas for self-improvement, clearly drawing on the volunteer teacher’s feedback and other evidence gathered throughout the cycle.

Candidate describes specific examples based on evidence of how they maintained a high standard of professional behavior, integrity, and equity during the coaching and observation process.

Level 4

All of Level 3, plus:
Candidate provides an extensive analysis of the volunteer teacher’s feedback in relation to the coaching and observation abilities in planning and conducting the coaching cycle and discusses how they would change their approach to coaching to address the teacher’s needs.

Level 5

All of Levels 3 & 4, plus:
Candidate cites evidence-based practices or research as they analyze their capacity to maintain a high standard of professional behavior, integrity, and equity and explain how these types of leadership skills and abilities support teacher development and/or adult learning.

Cycle 3, Rubric 3.7 — Step 4: Reflect

Essential Question: 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?

Level 1

Candidate does not demonstrate an awareness of the connection between equitable leadership and instructional coaching.

OR

Candidate does not provide next steps for the volunteer teacher’s development.

Level 2

Candidate minimally describes an understanding of how instructional coaching and equitable leadership inform a continuous improvement mindset.

Candidate suggests next steps but is not clear about why these steps should be recommended to support the volunteer teacher’s development.

Level 3

The candidate, informed by a continuous improvement mindset and focus on equitable leadership, reflects on their role as a school leader acting as an instructional coach and explains the benefits of using coaching to support teacher development.

Candidate clearly determines and describes next development steps for the volunteer teacher.

Level 4

All of Level 3, plus:
Candidate cites specific evidence from the cycle, drawing on the volunteer teacher’s feedback and other collected evidence, to support their reflection and analysis of their capacity to be an equitable leader and an instructional coach and describes how these practices can lead to continuous improvement for the volunteer teacher and other teachers at the


Level 5

All of Levels 3 & 4, plus:
Candidate cites evidence-based practices or research that support instructional coaching and observation as a viable and equitable strategy to support teacher development.



Chat ✕

Send to: Everyone ▾



6. Questions & Answers

Peer Networking/Questions and Answers

- What questions or suggestions do you have for your colleagues or for CTC and Evaluation Systems personnel?
- Two ways to ask questions/offer your suggestions
 - Use the chat feature and type your question to “Everyone”
 - Push *6 to mute and #6 to unmute
- This VTT will be posted on the ES website and the questions added to the FAQ section of the ES website

Questions? Ideas? Other?

- Question: What does your institution do to help candidates in preparing Step 4?
 - .
 - .
 - .





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

grobby@ctc.ca.gov

Recordings and FAQs: www.ctcexams.nesinc.com

