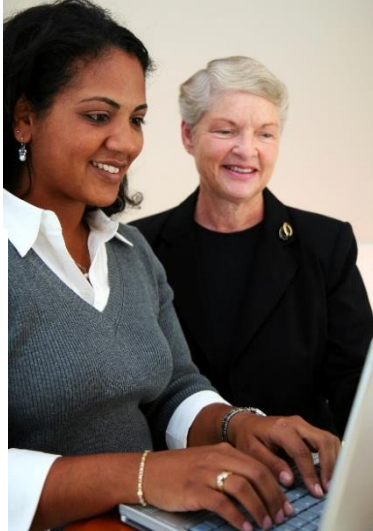




CalAPA

California Administrator
Performance Assessment



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CalAPA Program Guide

Preamble to the California Administrator Performance Expectations (CAPE)

Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student’s academic success and well-being. California leaders recognize, respect, and utilize each student’s strengths, experiences, and background as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.

Throughout the CAPE, reference is made to “all students” or “all TK–12 students.” This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, [dyslexia](#),* intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, gender expression, sexual orientation, culture, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English and English learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used in the CAPE and in the CalAPA cycles (steps, rubrics, and CalAPA Glossary).

*The purpose of the California Dyslexia Guidelines is to assist regular education teachers, special education teachers, and families in identifying, assessing, and supporting students with dyslexia.

All information about the CalAPA program can be found on the [California Educator Credentialing Assessments website](http://www.ctcexams.nesinc.com) (<http://www.ctcexams.nesinc.com>). The website includes assessment information, registration and registration support, information on requesting reasonable accommodations for alternative testing arrangements, and preparation materials including instructions on using the Pearson ePortfolio system and video annotation tool. For technical questions, see the [Contact Us page](#) on the California Educator Credentialing Assessments website.

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Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The California Administrator Performance Assessment (CalAPA) was developed at the direction of the Commission on Teacher Credentialing (CTC) with the assistance of a 15-member design team; the Evaluation Systems group of Pearson (Pearson); consultants in the field of educational leadership and administration, and California administrator organizations. The CalAPA draws from and is informed by California’s rich experience with performance-based assessment models, including the original California Teaching Performance Assessment (CalTPA), the redeveloped CalTPA (2016), the Education Specialist CalTPAs, the Performance Assessment for California Teachers (PACT), and edTPA®. The Commission on Teacher Credentialing acknowledges the contributions of these assessment systems and the educators who have developed, administered, and scored them.

Introduction

Welcome from the Commission on Teacher Credentialing

Welcome to the California Administrator Performance Assessment (CalAPA) Program Guide.

The purpose of this CalAPA Program Guide (program guide) is to provide information and evidence-based practices about implementing the CalAPA and supporting administrative services candidates (candidates). Additionally, this program guide provides an overview of the resources found on the [California Educator Credentialing Assessments website](http://www.ctcexams.nesinc.com) (<http://www.ctcexams.nesinc.com>), information about the candidate performance assessment guides, and information on how the [assessment materials](#) may be used to provide support to candidates as they complete their CalAPA.

The intended audience for this program guide includes education programs' Deans, CalAPA Program Coordinators, course instructors, university and site supervisors, school site administrators, and others who support candidates completing the CalAPA as part of their Preliminary Administrative Services Credential Preparation Program (PASC Preparation Program).

This program guide is one component of a series of web publications designed to assist PASC preparation programs and candidates with the CalAPA. To gain the most from this program guide, it is recommended that readers be familiar with the CalAPA performance assessment guides for each of the four steps (Investigate, Plan, Act, Reflect), analytic rubrics, submission specifications, and the [CalAPA Glossary](#). PASC preparation programs may access the CalAPA performance assessment guides via the [CalAPA Faculty Policies and Resources web page](#). The candidate and course instructor materials are available for download via password-protected zip files under the Assessment Materials section. Contact your CalAPA Program Coordinator or Pearson at es-calapa@pearson.com to gain access to the password.

PASC preparation programs may use the [annotated bibliography](#) as a resource to inform course development and share with course instructors, university and site supervisors, school site administrators, and candidates. This collection of resources will help all supporting educators gain a deeper understanding of performance assessment and key pedagogical concepts highlighted in the CAPE and measured by the CalAPA.

CalAPA as an Embedded Performance Assessment

The CalAPA was designed to provide candidates the opportunity to demonstrate their leadership ability to **investigate** current practice at a specific school site, **plan** improvements based on data and research, **act** on their plan, and then **reflect** on their learning regarding equitable leadership practice. This cycle of leadership steps serves as the frame of the CalAPA.

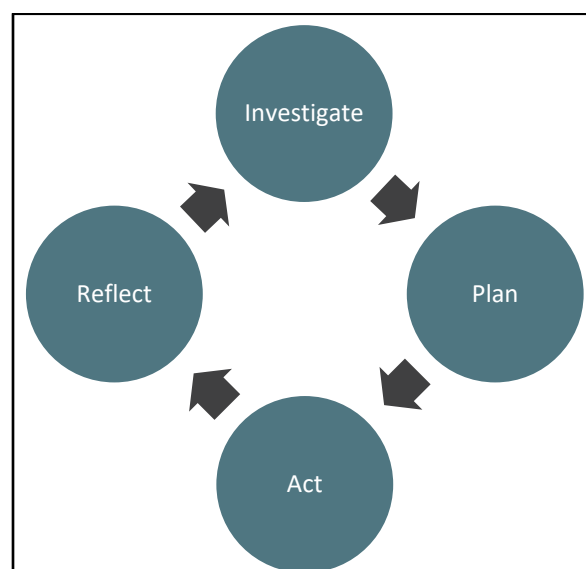
The mindset of an effective administrator is one that embraces the idea of continuous improvement as they move through the instructional cycles of investigate, plan, act, and reflect.

Candidates demonstrate their leadership capacity through multiple modes, by writing narratives and annotating video clips in response to set prompts, and by providing work products created during the CalAPA cycles. Throughout the three cycles of the CalAPA, candidates learn to provide leadership to school personnel, examine school site data, research evidence-based instructional practices, lead small groups of educators, and coach individual teachers. Candidates demonstrate equitable leadership by identifying and then addressing specific needs of a selected California school.

Course instructors, and others who support the candidate, engage in the learning and assessment process by using strategies such as asking clarifying questions about choices made for equitable leading and learning, pointing the candidate to supporting materials and resources, encouraging the candidate to use professional writing, watching candidate video clips, and engaging in discussions about effective

equitable leaders. In addition, they provide opportunities for peer review and feedback and embed assessment tasks into courses and field work that the candidate is required to complete for the PASC preparation program. The design of the CalAPA is formative in nature, providing the opportunity for a candidate to complete one cycle, receive scores and feedback, and then complete each of the next two cycles. The three cycles should be woven into the PASC preparation program and be experienced in a seamless way by the candidate; the candidate should not experience the CalAPA as an additional, extraneous expectation of the PASC preparation program.

Mid-range responses from actual candidates are provided through the [CalAPA Faculty Policies and Resources](#) web page and are located under CalAPA Secure Materials. These mid-range responses are to be used with faculty and candidates as examples of equitable leadership practice.



Candidate responses may be used in coursework to demonstrate effective practice and to encourage conversation about what equitable leadership is and what it looks like. Course instructors, others who support candidates, and candidates themselves are encouraged to read submissions, watch videos, discuss their work through coaching strategies, and self-assess evidence prior to submission. Course instructors should plan to review the analytic rubrics with candidates prior to completion of the cycle and use the rubrics throughout coursework to help guide learning, highlighting how investigation, research, and collaborative work can lead to better informed decisions regarding equitable access and continuous school improvement. Once a candidate determines that they have compiled the best demonstration of their practice and has received appropriate support and guidance, the candidate submits their evidence through the online system for scoring and feedback.

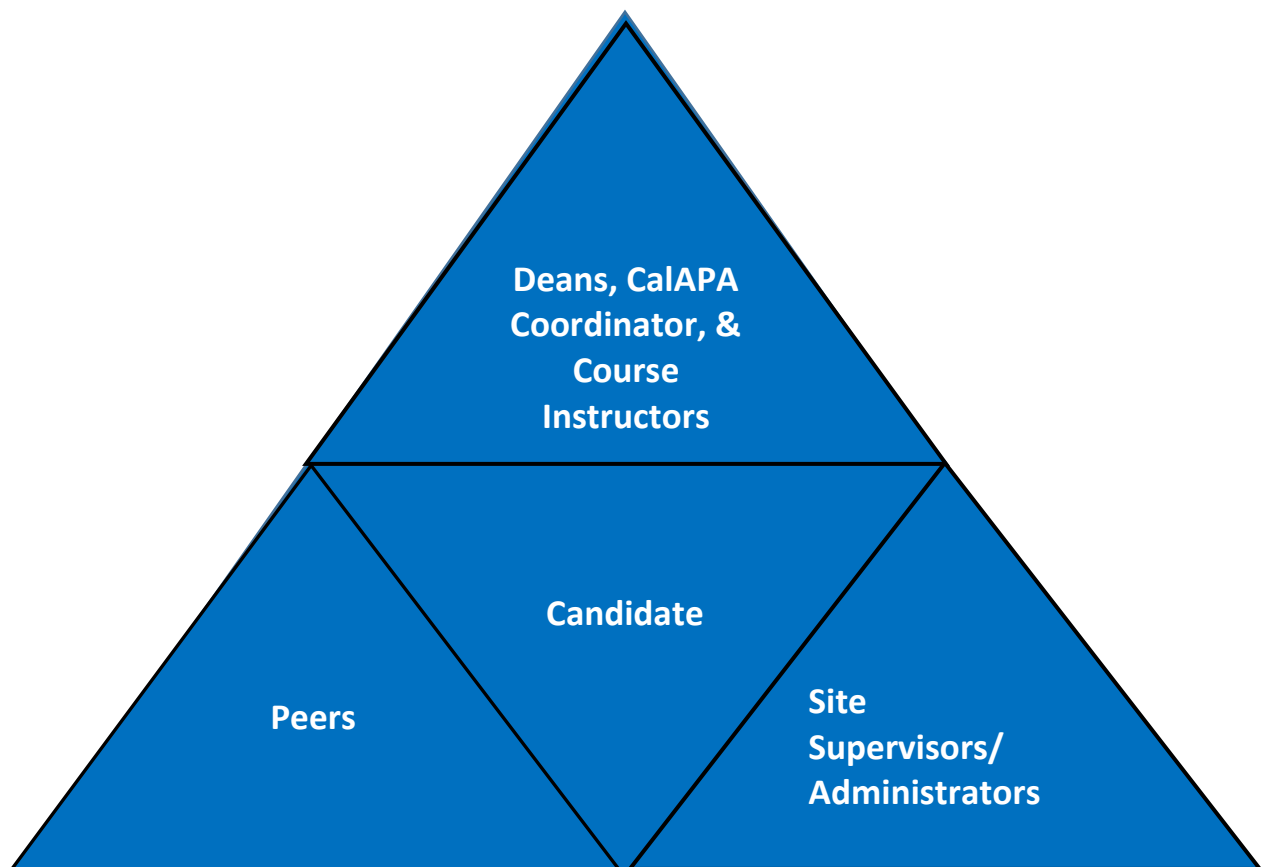
The intent is for candidates to have clarity about expectations for practice and to have an opportunity to apply their knowledge and refine their responses and evidence before submitting their cycle to be scored by a calibrated, content-specific assessor. Candidates should also receive continuous feedback from course instructors as they move through each instructional cycle and refine their initial strategies and performance.

Candidates who do not demonstrate practice at the passing standard level for a leadership cycle must be provided access to coaching and support from course instructors and other educators as they continue to learn to be an effective equitable administrator. The CalAPA is one requirement of many that a candidate must meet to be recommended by their PASC preparation program for a preliminary administrative credential or Certificate of Eligibility. The candidate must successfully complete approved coursework, pass clinical practice/field work, and pass the CalAPA.

Roles and Responsibilities

In order to provide support and consistent messaging to candidates completing the CalAPA, Deans, CalAPA Program Coordinators, course instructors, university and site supervisors, school site administrators, and other educators who support candidates completing the CalAPA are encouraged to work together as part of a collaborative learning community. This collaboration and support further develops candidates' knowledge, skills, and abilities related to equitable leadership as outlined in the CAPE, and is critical for student success in California's diverse schools.

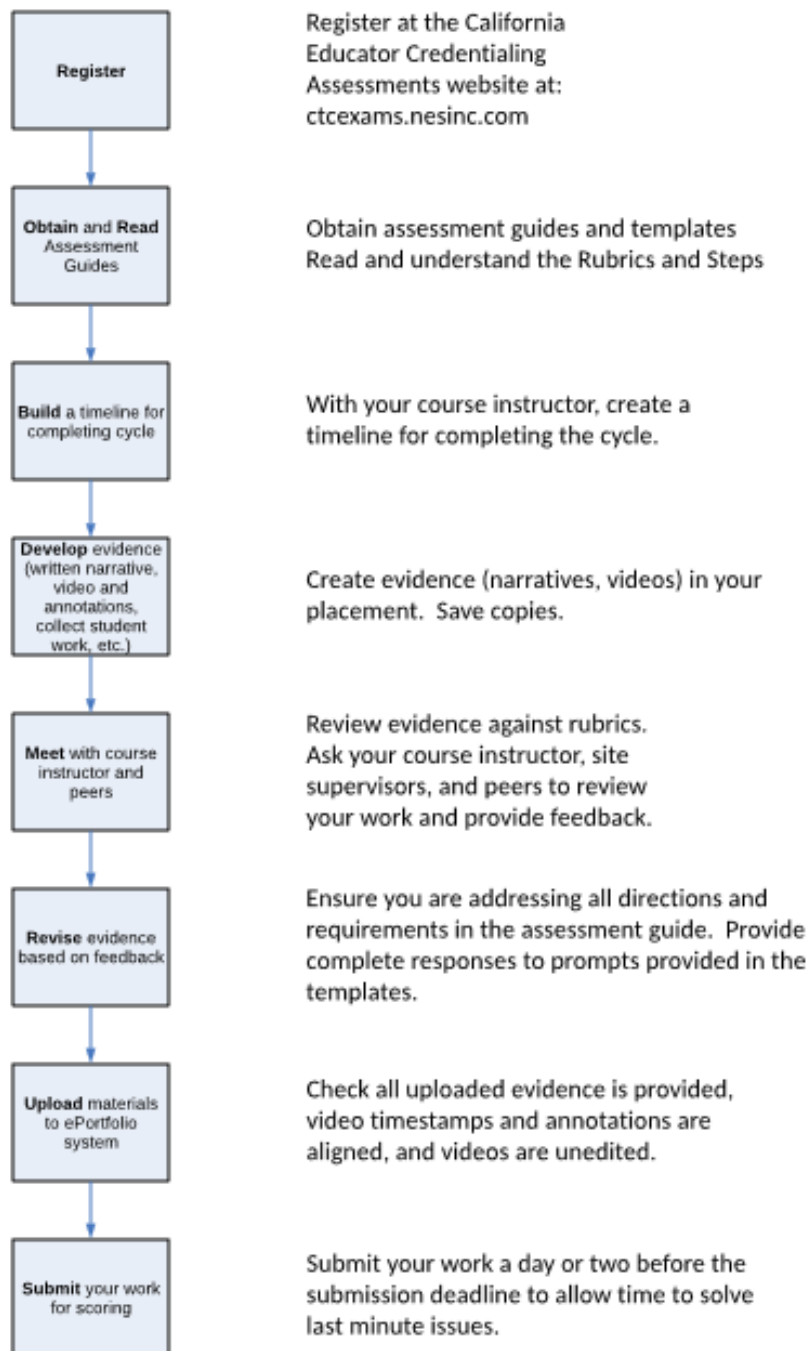
As depicted in the graphic below, the candidate is supported by a collaborative learning community.



Understanding the Assessment Process

CalAPA Process

The following diagram illustrates the CalAPA candidate process from start to finish.



Supporting Candidates

I. Forms of Acceptable Support

Since the CalAPA is to be embedded within a PASC preparation program, it is expected that candidates engage in professional conversations with course instructors, university and site supervisors, and school site administrators about effective equitable leadership. Although there may be many opportunities to encourage a candidate's deeper understanding and demonstration of equitable leadership practice, some supports are not acceptable within the CalAPA process. For example, educators who support the candidate may not give the candidate an answer to a prompt, choose their video clips, write annotations, or submit their CalAPA evidence, including written narratives and videos, for them.

For additional guidance on acceptable forms of candidate support, see the CalAPA Guidelines for Acceptable Support on the [CalAPA Faculty Policies and Resources](#) web page.

Program Standards 7, 8, and 9 of the Preliminary Administrative Services Credential's Program Standards cover the requirements for program implementation of an administrator performance assessment including:

- Administration of the California Administrator Performance Assessment (CalAPA)
- Candidate Preparation and Support
- Assessor Qualifications, Training, and Scoring Reliability

Refer to the complete [Preliminary Administrative Services Credential's Program Standards](#) on the CTC website.

II. Candidate Placement

Candidates must have access to diverse and authentic school sites to observe and then apply the daily duties and responsibilities of administrators. PASC preparation programs should review and ensure their district Memorandum of Understanding (MOU) requires that their candidates have access to school sites where they can successfully complete the CalAPA, including allowance for reviewing school-level data, engaging in learning communities with other educators, and observing instruction. Candidates must have the permissions required for video recordings of students and educators in the classroom and/or learning environment. For more information about permissions, please see [Understanding the Rules and Requirements](#) section in this program guide.

The Preliminary Administrative Services Credential Program Standard 7 states the following:

In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the Performance Expectations. Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

Candidates must complete a range of activities in educational settings. The settings must (1) support the candidate’s ability to complete the CalAPA; (2) demonstrate commitment to collaborative student-centered practices and continuous program improvement; (3) have partnerships with appropriate other educational, social, and community entities that support teaching and learning for all students; (4) create a learning culture that supports all students; (5) understand and reflect socioeconomic and cultural diversity; (6) support the candidate to access data, work with other educators, and observe teaching practice; and (7) permit video capture, where designated, for candidate reflection and CalAPA task completion.

Commission on Teacher Credentialing Letter

This letter from the CTC, “[Partnering with Educator Preparation Programs to Support Implementation of California’s Teacher and Administrator Performance Assessments](#),” outlines the responsibility of TK–12 Districts and County Offices of Education and may be duplicated and distributed to assist in the successful implementation of the CalAPA.

California Department of Education Letter

This letter from Tom Torlakson, recent State Superintendent of Public Instruction, “[Updates on California’s Teacher and Administrator Performance Assessments](#),” provides clarification and affirmation of the responsibility for PASC preparation programs to successfully implement performance assessments. This letter may be duplicated and distributed to assist in the implementation of the CalAPA.

III. The Preliminary Administrative Services Credential Program Policy Decisions

It is the responsibility of each PASC preparation program to establish and implement policies for the following operations focused on candidate support of the CalAPA.

Retakes

Each PASC preparation program has the option to determine the number of times a candidate may retake the assessment in order to pass. It is strongly encouraged that PASC preparation

programs allow at least one retake. The PASC preparation program's retake policy should be clearly explained in the course catalog requirements and presented to the candidate upon enrollment. The online candidate registration system does not limit the number of times a candidate can register and pay for a cycle. Candidates do need to be affiliated with a PASC program in order to submit the assessment as candidates must be provided additional instruction and remediation support. A formal affiliation could be a letter of agreement for services, an MOU between the program and the candidate, an extension course, or enrollment in the program for a one-or-more-unit course.

If a candidate does not successfully pass a CalAPA cycle, they will need to follow the established remediation and retake policy of their program. See [Retakes](#) below for more details.

Vouchers (Optional)

PASC preparation programs may purchase CalAPA vouchers from Pearson and build the cost into their tuition and fee structures, which may allow candidates to use their financial aid to cover the cost of the CalAPA. Candidates use unique voucher codes as payment for the assessment fee when registering for the CalAPA.

For additional information on purchasing vouchers, please visit the [Purchasing Vouchers](#) web page on the California Educator Credentialing Assessments website (http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_PurchasingVouchers.html) or see the [Purchasing Vouchers](#) section of this program guide.

IV. Candidate Remediation

For candidates who are not successful in meeting the passing standard on an assessment cycle, it is each program's responsibility to determine how they are going to provide appropriate remediation, support, and guidance to the candidate on resubmitting evidence consistent with guidelines.

Program Standard 8B (3): The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance to prepare them to retake the assessment.

Suggested Program Remediation Steps

Each candidate who submitted evidence for Cycle 1, Cycle 2, or Cycle 3 of the CalAPA will receive an Assessment Results Report three weeks after the submission due date. Rubric level scores are provided along with a notification of pass or not pass for the cycle. If a candidate does not meet the passing standard, PASC preparation programs must provide coaching and feedback.

A candidate may receive a condition code. In this case, scores are not provided, and a candidate must resubmit and address the evidence that was identified through the condition code as missing. For a full list of condition codes see [CalAPA Assessment Policies](#) (http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_TestingPolicies_CalAPA.html).

Suggested program steps for candidate support and remediation are:

Step One: On a monthly basis, Program Coordinators review the Institution Data (Cycle) Report and contact each candidate who did not meet the standard or was given a condition code for missing evidence. Invite candidates who did not meet the standard or received condition codes to a coaching session. Be sure to remind candidates to bring their Assessment Results Report and a copy of their submission, including annotated video clips, for the CalAPA cycle for which they received scores. Review the submission prior to the meeting. Try to meet with each candidate within a week of them receiving their scores.

Step Two: Conduct a coaching session with the candidate and together review the scores received for each of the rubrics of the CalAPA cycle. Facilitate a conversation, having the candidate walk through each step of the cycle, and map their evidence to the corresponding rubric. Through this process, you and the candidate can see where evidence was missing or not clear. Condition codes are assigned when evidence is not provided. If needed, candidates may contact [CalAPA Customer Support](#) to request a condition code inquiry for additional information.

Step Three: Based on the evidence review and analysis, assist the candidate to determine if all or part of the cycle evidence needs to be revised or appropriately uploaded.

Step Four: Offer resources, evidence-based practices, and coaching to support the candidate as they prepare the cycle for resubmission. In some cases, the candidate may need to re-do the entire submission; in others, just one or two evidence requirements may need to be revised.

Step Five: Remind the candidate that they will need to register (see the [California Educator Credentialing Assessments](#) website), pay the assessment fee, and submit their revised or new evidence in order to have their retake submission scored by a new assessor. A retake submission is scored by an assessor who has not seen the first submission. Assessment results will be provided within three weeks of the submission deadline. See the [CalAPA Score Reporting Policies](#) for more information.

V. Performance Assessment Data to Inform Programs

PASC preparation programs can access individual candidate data at the rubric level and aggregated program and state level data, and use this information to inform program development. Candidate data are available three weeks after each submission window deadline. Submission dates are published annually on the [California Educator Credentialing Assessments](#) website. PASC preparation programs will be held accountable to the CalAPA program requirements that are defined in [Preliminary Administrative Services Credential Program Standards](#) (Program Standard 7: Nature of Field Experiences; Program Standard 8: Guidance, Assistance and Feedback; and Program Standard 9: Assessment of Candidate Performance).

CalAPA Foundational Concepts

I. Theory of Action

The required performance assessment of candidates for the California Preliminary Administrative Services Credential (PASC) preparation program is grounded in evidence-based practices, empirical analysis, and important school administrative tasks. The CalAPA is aligned with the CAPE and was designed to result in:

1. A valid and accurate assessment of a candidate’s capacity and potential to succeed in California school leadership positions.
2. The improvement in the quality of, and coherence among, California school PASC preparation programs to prepare administrators who can effectively facilitate and manage school improvement efforts and to support high-quality instruction for all students.
3. Well-led schools that exemplify important principles and practices of social justice, equity, equal opportunity, high expectations, communities of practice, and ethical practices.
4. An increase in the number of TK–12 school graduates who are prepared to pursue careers or continuing education.

II. Student-Centered Learning and Well-Being

The essence of student-centered learning rests on the theory that students should be active participants in the generation, interpretation, and application of new knowledge.¹ In student-centered classrooms, an important role of the teacher is to develop generative and proactive learners by guiding students into making meaningful interpretations of learning material, often through authentic, hands-on activities.²

The origins of student-centered learning theory can be traced to John Dewey.³ Dewey believed that students should be treated as unique individuals who construct knowledge and meaning by participating in learning activities collaboratively and flexibly in a variety of social settings. Moreover, Dewey maintained that student well-being would be enhanced through learning activities that are representative of real-life situations and cultural contexts, and that encompass the intellectual, social, physical, and spiritual growth of the whole child, not just academic growth.⁴

¹ Jones, L. (2007). *The student-centered classroom*. Cambridge University Press.

² Rogers, C. R. (1983). *Freedom to learn for the 80's*. New York: Charles E. Merrill Publishing Company.

³ Williams, M. K. (2017). John Dewey in the 21st century. *Journal of Inquiry & Action in Education*, 9(1), 91–102.

⁴ Dewey, J. (1938). *Experience and education*. New York: Macmillan.

Ford, B. A., Stuart, D. H., & Vakil, S. (2014). Culturally responsive teaching in the 21st century inclusive classroom. *The Journal of International Association of Special Education*, 15(2), 56–62.

Scholars today also maintain that student-centered learning helps develop learning autonomy, critical thinking, problem-solving skills, and the habits of mind that support lifelong learning. Current theories of student-centered learning also draw from constructivist learning theory, which emphasizes the learner’s active role in constructing meaning from new information, meaningful experiences, social relationships, and personal reflection.⁵

III. Equity-Driven Leadership

The concept of equity in education is often viewed as equality, equivalence, or sameness. But students do not have equal needs. They often differ widely in their stages of learning, cognitive and physical development, socio-cultural backgrounds, mental/emotional health and maturity, learning styles, and lifestyle orientations. Many have special needs that require additional adult support, special school facilities, or resources.⁶ A more useful way to view equity is through the lens of “fairness” and a conviction that all students have an inalienable right to a high-quality education that provides the foundation for lifelong learning and success.⁷ The attainment of educational equity for all students occurs when ethical principles designed to achieve fairness in schools are effectively applied by school leaders, teachers, and other school professionals. For example, school leaders must ensure that all students receive fair and ethical treatment, developmentally appropriate and robust learning environments, and equal opportunities to participate in the multiple facets of the educational program.⁸ Through actions and words, the equity-driven leader personally exemplifies, actively communicates, and consistently supports both the principles of equity in schools and equity-driven instruction.⁹ In addition, equity-driven leaders critically examine how the sociopolitical contexts of the school community, the curriculum, and teaching practices influence equitable and powerful teaching and learning for all students. Equity-driven leaders then take appropriate action to redress institutional biases and barriers that constrain equitable practices in the school.¹⁰

IV. Culture and Context

There are two common approaches to thinking about culture in schools. One refers to the ways in which a school as an organization embodies, transmits, and supports important traditions, values, beliefs, goals, rituals, meanings, practices, and technologies. Essentially, the approach

⁵ Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

⁶ Lindsey, R. B., Robins, K. N., & Terrell, R. D. (1999). *Cultural proficiency: Issues & perspectives*. Thousand Oaks, CA: Corwin Press.

⁷ Sparks, S. D. (2019). How does an equity audit work? *Education Week*, 39(13), 1.

⁸ Masters, G., & Adams, R. (2018). What is “equity” in education? *Teacher*, 30 April 2018. Retrieved from <https://www.teachermagazine.com.au/columnists/geoff-masters/what-is-equity-in-education>

Skrla, L., Scheurich, J. J., Garcia, J., & Nolly, G. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. *Educational Administration Quarterly*, 40(1), 133–161.

⁹ Masters, G., & Adams, R. (2018). What is “equity” in education? *Teacher*, 30 April 2018. Retrieved from <https://www.teachermagazine.com.au/columnists/geoff-masters/what-is-equity-in-education>

¹⁰ Rimmer, J. (2016, February). Developing principals as equity-centered instructional leaders. Center for Educational Leadership, Seattle, WA: University of Washington.

¹⁰ Gorski, P., & Swalwell, K. (2015). Equity literacy for all. *Educational Leadership*, 72(6), 34–40.

Skrla, L., Scheurich, J. J., Garcia, J., & Nolly, G. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. *Educational Administration Quarterly*, 40(1), 133–161.

Sparks, S. D. (2019). How does an equity audit work? *Education Week*, 39(13), 1.

exemplifies the colloquial phrase, “how we do things around here.”¹¹ The second refers more narrowly to the particular characteristics, attributes, and behaviors of students from different ethnic and/or socio-cultural backgrounds.¹² While these two definitions overlap somewhat, when used together the concepts of culture and context draw heavily upon the first definition. Importantly, culture is both a product of and helps to shape the environmental context(s) that influence the school. So, to understand and work effectively within the culture of a school requires an understanding of how the internal functions of the school intersect with myriad external socio-political-economic environments, and technological, legal, demographic, and ecological dynamics. In other words, a school’s culture is both shaped by and helps to shape its internal and external environmental contexts.¹³ The effective school leader can leverage this dynamic set of interrelationships to establish an equitable and powerful teaching and learning environment for all students.¹⁴ Argyris’s theory of double loop learning helps us to better understand how the dynamic works.¹⁵ School leaders who effectively manage culture and context proactively challenge irrelevant, inappropriate, or counterproductive assumptions, norms, objectives, and practices regarding what the school does and how it operates (e.g., strategies and tactics). They promote a culture of ongoing improvement by engaging in open and transparent exchange of ideas and information with both internal and external stakeholders, and in doing so “continually expand the school’s capacity to create its future.”¹⁶

V. Data-Driven Decision Making

Over the past 20 years there has been an increased focus from federal, state, and local policy makers on school leaders and teachers to gather and use student data to improve educational programs and instructional quality, to make more effective decisions regarding the allocation of resources (e.g., material, fiscal, personnel), and as a mechanism to foster greater accountability.¹⁷ However, the body of large-scale and generalizable research regarding data-driven decision making is comparatively small. This can complicate the ability to make broad or causal inferences about data-driven decision making and its effect on school improvement. In addition, many schools may continue to use data most frequently for accountability purposes rather than on organizational development and instruction.¹⁸ During the era of No Child Left Behind, concepts about student data focused largely on quantitative and numerical data

¹¹ Bolman, L. G., & Deal, T. E. (2008, 4th edition). *Reframing organizations: Artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass Publishers.

Deal, T. E. & Kennedy, A. A. (1982). *Corporate cultures*. Reading, MA: Addison-Wesley.

Sergiovanni, T. J. (1996). *Leadership for the schoolhouse*. San Francisco, CA: Jossey-Bass Publishers.

Schein, E. H. (1985). *Organizational culture and leadership*. San Francisco, CA: Jossey-Bass Publishers.

¹² Stein, S. J. (2004). *The culture of educational policy*. New York, NY: Teachers College Press.

¹³ Owens, R. G. (2001, 7th edition). *Organizational behavior in education: Instructional leadership and school reform*. Boston, MA: Allyn and Bacon.

¹⁴ Hoy, W. K., & Miskel, C. G. (2008, 8th edition). *Educational administration: Theory, research, and practice*. Boston, MA: McGraw-Hill.

¹⁵ Argyris, C. (1977, September). Double loop learning in organizations. *Harvard Business Review*, 115–124.

¹⁶ Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday Currency.

¹⁷ Karopkin-Gold, E., & Phillips, M. (2019, February 27). Obstacles and ideas for data practices. *Education Week*.

Schildkamp, K., & Lai, M. K. (2013). Conclusion and a data use framework. In K. Schildkamp, M. K. Lai, & L. Earl (Eds.), *Data Based Decision Making in Education* (pp. 177–191). New York, NY: Springer.

¹⁸ Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: Center on Educational Governance, Rossier School of Education, University of Southern California.

Koretz, D. (2008). *Measuring up: What educational testing really tells us*. Cambridge, MA: Harvard University Press

Wilson, M. (2016). Becoming data and information rich in education. *BU Journal of Graduate Studies in Education*, 8(1), 1–9.

relating to student math and literacy performance scores on standardized tests. Such data became the primary basis for judgments about school quality and teacher and principal effectiveness, and for decisions regarding the disbursement of fiscal resources to schools by state and federal governments.¹⁹ While conceptions about the nature of student data have expanded over the years, today “data-driven decision making” continues to be of primary importance in the ongoing quest to improve schools and provide equitable and powerful teaching and learning for all students.²⁰ Today, there is a growing effort among schools and school districts to include data beyond test scores when making judgments about student success or school quality.²¹ Data-driven decision making now involves the analysis of a wide variety of quantitative *and* qualitative information about students and schools. The data-savvy school leader now considers input data (e.g., student background data), process data (e.g., classroom observations and teacher interviews), context data (e.g., information about the building), and output data (e.g., student achievement data, student satisfaction questionnaire data).²² Importantly, school leaders must know how to identify, gather, prioritize, analyze (using multiple methods), and apply relevant student data in an ongoing cycle of inquiry and continuous improvement that leads to powerful teaching and learning for all students. Finally, data-savvy leaders promote a school culture that embraces the use of multiple types and sources of student data, supports the development of data literacy and use of data among teachers, communicates data with families/guardians and the community, and ensures that data-driven decisions are part of an integrated administrative and instructional decision-making system across the school.²³

VI. Collaborative Leadership

School leadership is, at its core, a social endeavor.²⁴ As such, effective leadership depends upon the quality and nature of the relationships between leaders and stakeholders. Leading successfully over the long term ultimately requires a strong alignment of goals, values, and efforts between and among leaders and stakeholders.²⁵ In the lexicon of public education, terms like collaborative, shared, and distributed leadership are often used interchangeably. While there may be subtle yet meaningful distinctions between them, together they converge around the larger theory that when school stakeholders work cooperatively to envision goals and examine opportunities, or to address important schoolwide challenges, their ability to

¹⁹ Hess, R. (2011, December 19). The new stupid. *Education Week*.

²⁰ Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: Center on Educational Governance, Rossier School of Education, University of Southern California.

Wilson, M. (2016). Becoming data and information rich in education. *BU Journal of Graduate Studies in Education*, 8(1), 1–9.

²¹ Wilson, M. (2016). Becoming data and information rich in education. *BU Journal of Graduate Studies in Education*, 8(1), 1–9.

²² Schildkamp, K., Poortman, C., Luyten, H., & Ebbeler, J. (2017). Factors promoting and hindering data-based decision making in schools. *School Effectiveness and Improvement*, 28(2), 242–258.

²³ Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: Center on Educational Governance, Rossier School of Education, University of Southern California.

Karopkin-Gold, E., & Phillips, M. (2019, February 27). Obstacles and ideas for data practices. *Education Week*.

Knapp, M. S., Copland, M. A., & Swinnerton, J. A. (2007). Understanding the promise and dynamics of data-informed leadership. *Yearbook of the National Society for the Study of Education*, 106(1), 74–104.

²⁴ Harris, A. (2003). Teacher leadership as distributed leadership: Heresy, fantasy or possibility? *School Leadership & Management*, 23(3), 313–324.

²⁵ Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effects of leadership on student achievement*. Aurora, CO: McREL.

employ coherent, cohesive, effective, and durable actions improves.²⁶ Nevertheless, not so long ago it was commonly believed that important school leadership tasks and critical schoolwide decisions were primarily the responsibility of the principal. All other school stakeholders (teachers included) were considered subordinates and interchangeable components within a hierarchically driven system. But timeworn models of singular, authoritarian, or even heroic leadership in schools have now passed.²⁷ The enormous complexities of public education today require collaborative models of leadership.²⁸ Leadership of this type is essential if schools are to effectively address the ongoing and disparate levels of achievement among student subgroups, the need to ensure social justice and equity for all students, uneven instructional quality, high dropout rates, and other manifestations of an economically and socially stratified society that confront many schools and districts.²⁹ We now know that in schools the capacity and responsibility to lead resides in all stakeholders—students, classified staff, certificated staff, administrative staff, and families/guardians. We also know that when people feel valued, and when their contributions and ideas are given serious consideration by peers and supervisors, decision outcomes are more likely to be accepted and implemented effectively. Collaborative leadership promotes divergent opinions, creative problem solving, and personal empowerment. It also helps to engender long-term commitment and professional collegiality throughout the school and its various stakeholders.³⁰ Finally, and most important, a growing body of research has found that collaborative models of leadership and decision making can positively impact student achievement.³¹

VII. Reflective Practitioners

The concept of reflective practitioners is not new. Nearly a century ago John Dewey was one of the first thought leaders in education to define it and describe its value to professional and personal development and better decision making in schools. Dewey maintained that systematic and reflective thinking moves us beyond impulsive and automatic action (or reaction) to deliberate and intelligent action.³² The concept of self-reflection exists within the broader construct of metacognition.³³ Put simply, metacognition is thinking about one's thinking. More precisely, it refers to the processes used to plan, monitor, and assess one's

²⁶ Davis, S. H., & Leon, R. J. (2009). Teaching Gil to lead. *Journal of School Leadership, 19*(3), 266–298.

Leithwood, K., Seashore-Louis, K., Anderson S., & Wahlstrom K., (2004). *Executive summary: How leadership influences student learning*. Learning from Leadership Project, The Wallace Foundation.

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effects of leadership on student achievement*. Aurora, CO: McREL.

²⁷ Sergiovanni, T. J. (2007). *Rethinking leadership*. Thousand Oaks, CA: Corwin Press.

²⁸ Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management, 30*(2), 95–110.

²⁹ Usdan, M., McCloud, B., & Podmostko, M. (2001). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Institute for Educational Leadership.

³⁰ DuFour, R. (2004). What is a professional learning community? *Educational Leadership, 61*(8), 6–11.

³¹ Davis, S. H., & Leon, R. J. (2009). Teaching Gil to lead. *Journal of School Leadership, 19*(3), 266–298.

Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management, 30*(2), 95–110.

³² Carver, C. L., & Klein, C. S. (2016). Variation in form and skill: Supporting multiple orientations to reflective thinking in leadership preparation. *NCEA International Journal of Educational Leadership Preparation, 11*(2), 21–39.

³³ Chick, N. (n.d.). *Thinking about one's thinking*. Vanderbilt University Center for Teaching. Retrieved November 24, 2019, from <https://cft.vanderbilt.edu/guides-sub-pages/metacognition/>

Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly, 48*, 185–198.

understanding and performance. Importantly, in school leadership settings, reflective thinking, like metacognitive thinking, always occurs within dynamic professional environments, where stakeholder values, needs, goals, tasks, workplace technologies, and organizational problems are constantly in flux.³⁴ Reflective thinking is more than unstructured musings or ruminations over the emotional valence associated with a past event, behavior, or decision. Rather, it involves more complex, sophisticated, principled, forthright, and deliberative thinking.³⁵ For example, Valli describes five types of reflection: technical, in-action and on-action, deliberative, personalistic, and critical.³⁶ Effective reflective practitioners must learn how to appropriately employ each of the five approaches.

When done well, reflective thinking can foster objective and rational decision making by illuminating and subsequently reducing biases and the impulsive reactionary thinking associated with emotionally driven behavior.³⁷

Reflective thinking is also an important component of transformational learning by improving one's ability to transfer or adapt prior learning and situational experiences to new contexts and tasks.³⁸ By routinely practicing reflective thinking, school leaders gain skill at examining issues, anticipating problems, questioning assumptions, weighing alternatives, and deliberating on future actions.³⁹

VIII. Bias and Deficit Thinking

Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

There are two types of biases:

1. **Conscious bias** (also known as **explicit** bias)
2. **Unconscious bias** (also known as **implicit** bias)

It is important to note that biases, conscious or unconscious, are not limited to ethnicity and race. Though racial bias and discrimination are well documented, biases may exist toward any

³⁴ Chick, N. (n.d.) *Thinking about one's thinking*. Vanderbilt University Center for Teaching. Retrieved November 24, 2019, from <https://cft.vanderbilt.edu/guides-sub-pages/metacognition/>

Reardon, R., Fite, K., Boone, M., & Sullivan, S. (2019). Critically reflective leadership: Defining successful growth. *International Journal of the Whole Child*, 4(1), 20–32.

³⁵ Minott, M. A. (2008). Valli's typology of reflection and the analysis of pre-service teachers' reflective journals. *Australian Journal of Teacher Education*, 33(5). Retrieved from <http://dx.doi.org/10.14221/ajte.2008v33n5.4>

³⁶ Valli, L. (1997). Listening to other voices: A description of teacher reflection in the United States. *Peabody Journal of Education*, 72(1), 67–88.

³⁷ Brookfield, S. D. (2000). The concept of critically reflective practice. In Wilson, A. L., & Hayes, E. R. (Eds.), *Handbook of adult and continuing education* (pp. 110–126). San Francisco: Jossey-Bass.

Hanson, C. (2013). Exploring dimensions of critical reflection in activist-facilitator practice. *Journal of Transformative Education*, 11(1), 70–89.

Taylor, E. W. (2017). Critical reflection and transformative learning: A critical review. *PAACE Journal of Lifelong Learning*, 26, 77–95.

³⁸ Brookfield, S. D. (2000). The concept of critically reflective practice. In Wilson, A. L., & Hayes, E. R. (Eds.), *Handbook of adult and continuing education* (pp. 110–126). San Francisco: Jossey-Bass.

Hanson, C. (2013). Exploring dimensions of critical reflection in activist-facilitator practice. *Journal of Transformative Education*, 11(1), 70–89.

Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly*, 48, 185–198.

³⁹ Schon, D. A. (1983). *The reflective practitioner*. San Francisco, CA: Jossey-Bass.

social group. One’s age, gender, gender identity, physical abilities, religion, sexual orientation, and weight, as well as many other characteristics are subject to bias.

Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one’s tendency to organize social worlds by categorizing.

Unconscious bias is far more prevalent than conscious prejudice and often is incompatible with one’s conscious values. Certain scenarios can activate unconscious attitudes and beliefs. For example, biases may be more prevalent when multitasking or working under time pressure.

Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.⁴⁰ According to Valencia (1997), “the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions.”⁴¹

IX. Multi-Tiered System of Support

Multi-tiered system of support (MTSS) refers to a continuum of research-based, system-wide practices of data-based decision making used to meet the academic, behavior, and social-emotional needs of all students. MTSS is grounded in the belief that all students should be educated in the most inclusive learning environment regardless of eligibility for special education or other student support services.

In California, MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success (California Department of Education, 2019).

MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match the needs of all students.

MTSS occurs across the full range of interactions. As such, it is more than a school-day consideration. Educators and practitioners need to be provided with high-quality, vetted resources to support the implementation of local social-emotional learning (SEL) initiatives during the school day, in expanded learning environments, and in other youth-serving settings.

⁴⁰ Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

⁴¹ Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

Adopting a systemic approach to SEL includes considering how SEL is integrated within a multi-tiered system of support (MTSS).

X. Adult Learning Theory (Andragogy)

Malcolm Knowles's Five Assumptions of Adult Learners

In 1980, Malcolm Knowles made four assumptions about the characteristics of [adult learners](#) (**andragogy**) that are different from the assumptions about child learners (pedagogy). In 1984, Knowles added the fifth assumption.

1. **Self-Concept:** As a person matures, their self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
2. **Adult Learner Experience:** As a person matures, they accumulate a growing reservoir of experience that becomes an increasing resource for learning.
3. **Readiness to Learn:** As a person matures, their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles.
4. **Orientation to Learning:** As a person matures, their time perspective changes from one of postponed application of knowledge to immediacy of application. As a result, their orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness.
5. **Motivation to Learn:** As a person matures, the motivation to learn becomes internal.

Knowles's Four Principles of Andragogy

In 1984, Knowles suggested four principles that are applied to [adult learning](#):

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented.

CalAPA Analytic Rubrics

PASC preparation programs should weave CalAPA analytic rubrics into the fabric of their courses and clinical practice expectations, providing candidates opportunities not only to learn the expectations of these rubrics but to see what equitable leadership practice looks like in reference to the levels of each rubric. Candidates are encouraged to refer frequently to the analytic rubrics throughout the CalAPA process as they self-assess and peer assess. Course instructors, university and site supervisors, and school site administrators should use the language of the rubrics when providing feedback to candidates. Each CalAPA rubric includes an essential question that frames the knowledge, skills, and abilities of the rubric based on the CAPE.

Each rubric provides five qualitative descriptions, with score Level 1 representing a response for which no evidence is provided or practice is not supportive of equitable leadership, score Level 2 representing an inconsistent or limited response, moving up to Level 3, which mirrors the performance expectations of the essential question. To reach a Level 4, the candidate must provide evidence for all of Level 3 and Level 4. To reach a Level 5, the candidate must provide evidence for all of Level 3, Level 4, and Level 5 constructs.

PASC preparation programs can use the rubrics as a teaching tool by integrating them into specific assignments or clinical practice. Using rubrics for course assignments gives the candidate the opportunity to become familiar with the language of the rubric and to practice applying the qualities of the rubric levels to their own work, and allows for a rich discussion of what practice looks like at different levels. Candidates who encounter cycle rubrics for the first time when they work through the cycle and who did not have the opportunity to apply the rubrics to their or others' leadership practice may struggle to provide adequate evidence or might not realize the importance of each construct at each level.

Key tips for candidates as they self-assess their CalAPA evidence using the analytic rubrics:

- Using “buzz words” associated with concepts or repeating back the language used in a prompt, such as the term “community of practice,” in and of itself does not demonstrate a candidate’s understanding or capacity if the actual dispositions and strategies of community of practice are not evidenced in the cycle submission.
- Not answering a prompt but instead noting that the response was provided in an earlier piece of evidence does not demonstrate the candidate’s understanding of the prompt. Rubrics, provided for each of the four steps of a cycle, clearly state evidence for each of the five score levels. Only the evidence stated as part of the rubric will be used to make a score judgment for a particular rubric.

- Providing a biased response or talking about students, families/guardians, or other educators in a negative or deficient manner will result in a score of 1. For example, statements that start with “this group of students cannot learn because...” signal that the candidate is searching for an excuse instead of seeking the group’s assets and providing appropriate supports.

If required evidence is missing, a condition code will be applied and the submission will not be scored. Without evidence, a score judgment on a rubric cannot be made.

Additional Candidate Supports

I. Providing Professional Writing Support

PASC preparation programs should provide opportunities for candidates to practice professional writing. Professional writing includes correct spelling and grammar, appropriate handling of student data, sensitivity toward including any personal information that could include experiences a student group or student has encountered inside or outside of school, and not discussing student health issues or other information deemed private by the district or school. Writing submitted for the CalAPA should have an asset-focused, non-biased, professional tone. Teaching candidates how to write about students professionally, for example in letters to families/guardians or about the school for a school board meeting, is an important skill and a typical requirement of the job of an administrator.

It is imperative that candidates not share intimate, personal TK–12 student and family/guardian information or teacher information in public settings. It is not appropriate, for example, that candidates offer their interpretation or judgment about a student or group of students or about teachers at the school site. Identifying information for students, teachers, and/or the school site should be removed (redacted) from narratives and not captured in video recordings. Candidates should refer to educators and students without using their proper names. Educators who support candidates with their CalAPA may remind them to use appropriate tenses (past, present) throughout narratives and annotations. Encourage candidates to review their written narratives with their peers, course instructors, university and site supervisors, and school site administrators for feedback on the clarity and professional nature of their writing.

II. Practicing with Video Beforehand

PASC preparation programs are advised to provide multiple opportunities/assignments for candidates to practice video recording to ensure the candidate, other educators, and students can be both seen and heard in the videos. Additionally, prior to a candidate submitting final evidence, programs should provide opportunities for candidates to watch their videos and practice writing, annotating, and reflecting on what they see in the video. Annotations can be used in any video and must be used at least once across the selected five-minute video segments. There is no requirement for each video to have an annotation and no restriction on the number of times an annotation is used. Videos submitted may not be edited.

III. Providing Structural and Technical Video Support

Candidates are responsible for securing permission from all individuals who appear in the video clips and whose work is submitted. Most districts have video release forms that allow video to be recorded for education purposes. PASC preparation programs may wish to develop a permission slip template if the TK–12 school district does not have a standard one in place for families/guardians to sign. [Sample video consent forms](#) are available on the [California Educator Credentialing Assessments website](#) (<http://www.ctcexams.nesinc.com/>). Candidates should be

sure that the permission release allows for a range of learning settings, including both in-person and synchronous online settings.

Candidates should be cognizant of what images are captured within a video recording. For example, avoid having the name of the school posted on a wall within the video frame.

While a dress code is not established for the CalAPA video recordings, some districts do set dress expectations for candidates. It is always professional to dress appropriately for work.

Candidates should be aware of camera angles and lighting in the room and consider if extraneous sounds beyond or inside the classroom are disruptive to the recording. While Pearson offers technical support, it is suggested that PASC preparation programs identify someone within their program for technical issues related to video and/or audio recording.

IV. Providing Guidance for Video Selections, Timestamps, and Annotations

Annotation rationales must align with the situation that is clearly evidenced in the video timestamp. The text provided in the annotations should provide context and rationale for the key aspects of practice in order to clearly demonstrate awareness and purpose for the practice. Candidates may use annotations as many times as appropriate to clearly point out where they perform the leadership skill or ability and why.

Annotations must be specific to a situation that is clearly evidenced in the video timestamp segment. Planning ahead to video record the entire meeting or pre- and post-observation meetings will provide options for the candidate when they are selecting video clips (or re-selecting if resubmitting evidence).

Pre-Observation Annotation Example

- 00:00:00 - 00:04:33 – “Lesson Plan Review”

Initially, the lesson plan review focused on the lesson outcomes; further prompting allowed the teacher to reflect on students’ previous knowledge and resultant consideration on the upcoming lesson.

Post-Observation Annotation Example

- 00:02:11 - 00:02:53 – “Volunteer Teacher’s Self-Assessment”

As the coach, I am asking about the volunteer teacher’s thoughts on the lesson, then I prompt to help focus the volunteer teacher and develop focus by asking specifically about the selected CSTP element.

V. Supporting Other Types of Candidates

Candidates may come to the PASC preparation program without teaching experience. Requisite credential holders may bring experience in the following:

- California Pupil Personnel Services Credential
 - School counselors and school social workers
 - School psychologists
 - School child welfare and attendance services
- Speech-Language Pathology Services Credential
- Clinical or Rehabilitation Services Credential
- Teacher Librarian Services Credential
- School Nurse Services Credential

For CalAPA Cycle 3, the successful candidate must demonstrate the ability to collect CSTP-specific evidence, record teacher observation evidence, and engage in collaborative, two-way conversations about teaching practice. Candidates are encouraged to discuss California Content Standards and/or Curriculum Frameworks as well as effective research-based strategies.

Suggested Support

The lack of teaching experience and familiarity with the CSTPs raises the level of support necessary for these candidates. Suggested support that can be offered includes:

- providing candidates access to classrooms early in the program;
- providing frequent opportunities to practice observation skills;
- increasing opportunities to shadow administrators on campus and during classroom walk-throughs or observations;
- using the administrative perspective portion to review California Content Standards and/or Curriculum Frameworks.

VI. Reviewing Work through Rubric Analysis

Identifying specific times during the course when a cycle step should be completed can be helpful to candidates as they navigate through the cycle's four steps. This allows the program to dedicate a short amount of class time a few weeks before a specific step is "due" to have candidates read the essential question for the rubric in that step and identify the key components of Level 3. The candidates then read the narrative prompts related to the specific rubric and identify which prompts specifically address the key components of Level 3. This type of review can lead to supporting candidates to provide a comprehensive response that addresses what the prompt is asking. PASC preparation programs can assist candidates to understand the importance of looking at Level 3 expectations for performance carefully as they

prepare their response or create evidence. It is important to note that all constructs of Level 3 must be present for the score of 3 to be determined. If all constructs of Level 3 are provided in the evidence, then an assessor can consider a score of 4. If all evidence for Level 4 is provided, then a Level 5 is considered.

Synchronous Online Learning Environment

I. Providing Guidance for Online Settings

Candidates providing leadership in a synchronous online setting must meet the requirements specified in the CalAPA performance assessment guides. PASC programs must work with candidates to determine whether an online setting is suitable for completing the requirements of the CalAPA within the current parameters of the CalAPA performance assessment guides. Virtual meeting platforms (e.g., Zoom) should support the ability to record candidate and meeting participant interactions for the purpose of generating the required video evidence. If video evidence cannot be captured within the online platform, an external camera may be used to generate the required video evidence. Candidates and volunteer teacher(s) who are participating in the cycles must be clearly seen and heard in each of the video clips for Cycles 2 and 3.

Uploaded video clips must be continuous and unedited, with the following exceptions:

- Covering or removing participant names to protect privacy is not considered a video edit.
- Video captured in an online setting such as Zoom, where the video jumps from speaker to speaker, is not considered an edit.
- The use of video captioning is permitted only to enhance audio intelligibility, i.e., transcribe any conversation that may be difficult to hear or understand. Captions must be embedded within the video file.

Candidates must adhere to all school or district guidelines for recording in online settings and continue to ensure that appropriate permissions are in place.

See [Guidelines for Completing the CalAPA in an Online Setting](#) for additional information and candidate tips for teaching and assessing in online learning settings.

Cycle 1

For Cycle 1, candidates must continue to provide at least one quantitative data source across three years, which may require assistance from school principals to access any local, school-based data that may exist in electronic format, and at least three qualitative data sources. Qualitative data can be collected through electronic surveys, online focus group discussions, and one-on-one stakeholder interviews. Candidates must continue to solicit feedback on their proposed strategies to address their identified problem statement from their supervisor or other key stakeholders. Feedback can be obtained via phone or video conference, and, with participant consent, recorded for future reference.

Cycle 2

Candidates may complete their Cycle 2 submission if the community of practice is able to meet synchronously via electronic platforms, and the selected strategy can be implemented and

monitored during its early implementation. Candidates must continue to investigate the role of collaborative professional learning at the school site, which may require setting up phone calls with one or more school administrators and/or teachers. Candidates conduct a preliminary planning meeting and at least three implementation meetings with their communities of practice. These meetings may be conducted in an online setting, provided the virtual meeting platform being used can capture the required video evidence or an additional external video camera can be used (e.g., iPhone). Candidates should plan ahead to utilize intentional strategies for capturing co-facilitation activities such as building consensus, maintaining focus and energy, and documenting agreements and decisions as they may not be as evident as in a face-to-face meeting (e.g., give thumbs up with a discussion, paraphrase, use chat features with discussion, call the names of the members during discussion, ask clarifying questions).

Cycle 3

Candidates completing Cycle 3 may work with their volunteer teacher, who has permission to teach in an online setting, to observe an authentic lesson and discuss professional practice. If online teaching is not allowed at the volunteer teacher's school/district, a candidate and/or program can secure a different volunteer who is allowed to video record. Candidates and the volunteer teacher(s) actively participating must be seen and heard in each of the video clips.

Candidates must continue to investigate the current coaching and observation practices at the school site. This may require setting up phone calls with one or more school administrators and/or teachers. Candidates conduct pre- and post-observation meetings with their volunteer teacher. These meetings may be conducted in an online setting, provided the virtual meeting platform being used can capture the required video evidence or an external camera is used (e.g., iPhone). The focused classroom observation must be of a synchronous lesson with the volunteer teacher delivering instruction and engaging with student(s) in real-time. The video may include only the volunteer teacher and audio of the students in order to protect the privacy of the students. The observation video must be referenced during the post-observation meeting. The performance assessment guide does not require the candidate and volunteer teacher to be seen watching the video together in any of the required video clips, but this is the expectation as viewing video recordings of teaching practice is a viable and well-researched approach to professional development. Candidates must continue to collect and submit at least one example of a student work product from the observed lesson that is used in the post-observation meeting discussion.

II. Synchronous Online Setting Scenarios Using Google Education Suite

An administrative candidate can use the Google Education Suite for a number of administrative tasks, such as holding meetings via Google Hangout or Google Meets. Another feature that candidates can use is the gathering of data and formulating trends through Google Sheets.

For Cycle 2, an administrative candidate can use Google Drawings when facilitating the community of educators to discuss problems of practice.

For Cycle 3, a candidate can use Google Hangout to record the meeting between the candidate and the volunteer teacher. The candidate can use Google Docs or Sheets to record data from the classroom observation and then share these data with the volunteer teacher prior to the post-observation meeting to discuss CSTP-related data collection.

Google Features

Docs, Sheets, and Slides; Drawings; Jamboard; Hangout and Meet; Groups; Vault

Required Technology

Computer, tablet, or smartphone with the capacity to broadcast and receive video/audio; Internet access; Google account: www.google.com

III. Synchronous Online Setting Scenarios Using Zoom

An administrative candidate can use Zoom for the purposes of facilitating a community of educators in Cycle 2. A candidate could utilize the features of Zoom to allow for discussions on a given topic and then prompt further conversations. An administrative candidate could also use Zoom for conducting and recording coaching conversations within Cycle 3; however, if using the recording feature, they must start the video recording at the beginning of the conversations.

Zoom Features

Online meetings; video webinars; conference rooms; group collaboration (i.e., whiteboard); can share other applications (e.g., Word, Excel, PowerPoint); participants can call in via phone; chat; save chat; save video/audio recording; to capture audio only, participants must use an external device (e.g., iPhone Voice Memo)

Required Technology

Computer, tablet, or smartphone with the capacity to broadcast and receive video/audio; Internet access; free Zoom account: <https://zoom.us> (host up to 100 participants; 40-minute limit for group meetings [can be extended])

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

I. General Overview

- Instructional Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity builds the capacity of future administrators in analyzing data to inform school improvement and promote equity. Candidates engage in an equity gap analysis and develop feasible strategies to impact improved outcomes for student groups that are historically underserved. Through this process, candidates have the opportunity to deepen their understanding of the role of critical consciousness in equitable school leadership.
- PASC preparation programs are encouraged to thoughtfully coordinate fieldwork locations for candidates so that they are able to readily access the quantitative and qualitative data required for successful completion of Cycle 1. Sometimes this means a program is unable to select the school where a candidate is employed as their fieldwork location (see [Program Standard 7](#) for school criteria).
- Candidates may not describe student groups in a biased or judgmental way. As stated in the preamble to the cycles of assessment, all students can learn, and all students must have access to the core academic curriculum in the least restrictive learning environment.

II. Critical Concepts for Leadership Cycle 1

The [CalAPA Glossary](#), also provided at the end of each CalAPA performance assessment guide and on the [California Educator Credentialing Assessments website](http://www.ctcexams.nesinc.com/) (<http://www.ctcexams.nesinc.com/>), provides detailed definitions for many of the critical concepts and key terms candidates will encounter when preparing the Cycle 1 submission. The CalAPA Glossary includes selected terms that are critical for candidates to understand in order to successfully demonstrate their capacity as an equitable leader.

Selection of State Indicator

When selecting one of the six state indicators (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, college/career readiness), candidates should choose an indicator of interest and select, collect, and analyze multiple sources of quantitative data for the school across the three most recent years. State dashboard data or other quantitative data may be used.

PASC preparation programs should consider how best to provide practice and feedback to candidates as they develop essential equitable leadership skills. Candidates benefit from support and practice to

- develop a rich analysis of quantitative data that clearly identifies gaps for student groups that have historically been underserved.
- develop an insightful and purposeful collection of extended qualitative data, from those closest to the problem, that contributes to a deeper understanding of contributing causes.
- identify a single problem for one chosen student group that is manageable in scope for the purposes of this assessment.
- articulate institutional or structural barriers that are factors in remedying the problem. Institutional factors include existing policies and past practice, while structural factors could include master schedule structures, daily schedules, and practices that reduce student access to core instruction.
- articulate an academic problem statement that includes
 - clear articulation of the problem;
 - why it is important to solve the problem;
 - an indication of the method that will be employed to solve the problem.
- identify feasible strategies anchored in asset-based thinking that are within the scope of control of the school, its personnel, and its resources.
- develop appropriate research that relates to the identified strategies and demonstrates that such strategies have been documented in the related literature as viable solutions to the existing problem. While Step 1 encourages the exploration of literature related to the problem, the research related to the strategies that the candidate will propose must be closely considered. Selected research should confirm that the identified strategies have been documented as methods to improve outcomes in the related area for the chosen student group.
 - For example: If a candidate identifies a gap in literacy achievement for English learners, and the candidate proposes the hiring of an intervention teacher who supports a “pull-out” program, they would need to locate research that demonstrates that an out-of-class “pull-out” program has been confirmed in the research as a method that has been documented to improve literacy achievement for struggling English learners. If they are unable to locate such research or if the strategy proves untenable, they should abandon the strategy under consideration and instead begin to consider solutions that are more feasible and documented in the literature as effective strategies for improving literacy for English learners. In addition, the strategy would need to be feasible within the scope and context of the school site.

- develop understanding and access to the California Department of Education ELA/ELD Framework.

III. Leadership Cycle 1 Considerations by Step

Step 1: Investigate

Although ongoing analysis of formative and summative quantitative student outcome data has become a more prevalent practice among school leaders, the consideration of qualitative data is a concept that is newer to the field. For example, a newly developed branch of science called “[Improvement Science](#)” (from The Carnegie Institute) has been introduced to many schools and districts. The first of its six core principles of improvement states, “Make the work both problem-specific and user-centered” and advocates engaging key participants early and often rather than relying on top-down, bureaucratic solutions. The research that serves as the foundation for the Improvement Science approach confirms that the insights of “end-users” (consumers) are essential to identifying viable solutions to existing problems.

Measurement Focus of Step 1

Three essential questions and analytic rubrics are used by an assessor to score the evidence of Step 1:

- Rubric 1.1: Based on the chosen California state indicator, how does the candidate select and analyze quantitative data sources across three years, identify patterns and/or trends related to equity, choose one student group, and relate their analysis to the school’s vision, mission, and/or goals?
- Rubric 1.2: How does the candidate collect and analyze a range of at least three qualitative data sources and explain their relation to quantitative data findings and the student group equity issue?
- Rubric 1.3: How does the candidate conduct an equity gap analysis based on a California state indicator to inform their understanding of the equity issues for a student group?

Evidence for Step 1 includes data tables and a written narrative: Data Collection and Equity Gap Analysis.

Suggestions for Course Instructor to Share with Candidates

Extended Data Collection. Programs should consider how best to monitor and support students as they plan for the collection of qualitative data from those closest to the problem. Key considerations relate to:

- Who has the candidate identified as the “end-users” that they will collect input from?
- Is this group of “end-users” closest to the problem, or are there others from whom the candidate should consider collecting data?

- What types of questions and processes will be used to gather the qualitative data? For example, are processes like [empathy interviews](https://practices.learningaccelerator.org/artifacts/stanford-d-school-empathy-interview-guide) (<https://practices.learningaccelerator.org/artifacts/stanford-d-school-empathy-interview-guide>) relevant?
- How might the voices of students and families/guardians be included and considered?
- To what degree should the voices of those in charge of resources be identified early in the process so that the candidate comprehends the scope of resources available to address the problem?

Equity Gap Analysis. This portion of Step 1 requires candidates to provide well-written critical analyses to articulate the identified equity gap. Programs should then consider how best to provide candidates with practice, support, and feedback on critical analysis writing skills.

Additionally, the development of equitable leaders necessitates the development of each candidate's [critical consciousness](#) so that they develop enough awareness to distinguish between asset-based and biased or deficit thinking. The candidate's submission response must be developed in such a manner that does not attribute contribution or causality that is beyond the school's actual scope of influence. Additionally, their writing about the equity gap must be free of bias and deficit thinking toward the identified student group.

Readings and collective experiences provided in coursework (see the annotated bibliography on the [California Educator Credentialing Assessments website](http://www.ctcexams.nesinc.com/) [<http://www.ctcexams.nesinc.com/>]) might be used to

- build an understanding of the differences between asset-based and deficit-based thinking in regard to education issues at a school site;
- support a candidate in identifying any bias or deficit thinking that surfaces in their writing;
- re-direct a candidate who identifies equity issues during the formative process of developing their written analysis that are outside the school's scope of influence;
- assist a candidate to understand the difference between institutional and structural contributions.

Step 2: Plan

Cycle 1 requires candidates to understand institutional and structural contributing factors. PASC preparation programs should consider how they can

- engage students in experiences that build their understanding of common institutional/structural factors;
- teach students how to explore examples of institutional/structural factors in school settings;

- formatively monitor candidates to ensure that they have appropriate understanding of these types of contributing factors so that they can articulate their understanding of them in an appropriate and meaningful response.

Measurement Focus of Step 2

Two essential questions and analytic rubrics are used by an assessor to score the evidence of Step 2.

- Rubric 1.4: How does the candidate determine contributing factors, including institutional and/or structural factors, that created or added to the identified equity gap affecting a student group and cite the research supporting their determination?
- Rubric 1.5: How does the candidate use the equity gap analysis and identification of potential contributing factors to develop a feasible problem statement related to student achievement and/or well-being?

Evidence for Step 2 is a written narrative: Contributing Factors and Problem Statement.

Suggestions for Course Instructors to Share with Candidates

PASC preparation programs are encouraged to expose candidates to the formal structure of academic problem statements to adequately prepare their submissions. PASC preparation programs can formatively monitor candidates' ability to

- craft a formal academic problem statement: a clear description of the issue(s), which were determined through data analysis, that need(s) to be addressed by a problem-solving team. An academic problem statement is used to center and focus the team at the beginning of the effort, to keep the team on track during the effort, and to validate that the effort delivered an outcome that solves the problem statement at the conclusion of the effort.
- draft problem statements to ensure that candidates articulate asset-based thinking that offers possible strategies that are feasible and within the control of the school.

Step 3: Act

It is important that candidates ensure alignment of the identified equity gap, the contributing factors (institutional and/or structural), and the proposed strategies throughout Step 3. It is imperative that the proposed strategies be relevant to the contributing factors identified in the previous step.

Measurement Focus of Step 3

Two essential questions and analytic rubrics are used by an assessor to score the evidence of Step 3.

- Rubric 1.6: Are the strategies proposed for equitable school improvement for the student group well informed by the findings of the equity gap analysis, including contributing factors, and responsive to the problem statement? Are proposed strategies aligned to the school's vision, mission, and/or goals?
- Rubric 1.7: How does the candidate apply the feedback received from a key stakeholder(s) familiar with the school culture and context and describe next steps for creating stakeholder buy-in and potential implications for the adjusted set of strategies?

Evidence for Step 3 includes a written narrative: Planning for School Improvement and Promoting Equity.

Suggestions for Course Instructors to Share with Candidates

One of the Step 3 actions asks the candidate to solicit feedback from at least one administrator at the school site. More than getting a “pat on the back” for their analysis and proposed strategy, it is vital that candidates seek out feedback that challenges their proposal, asking for further investigation or alternative thinking. Successfully interrupting existing systems that perpetuate the failure of underserved student groups in school systems or at school sites requires keen awareness of political dynamics and an understanding of how to leverage stakeholder involvement to efficiently manage change. Toward that end, this portion of Step 3 calls for candidates to intentionally seek out critical feedback from at least one key stakeholder regarding their proposed strategies to address the identified equity gap. If candidates do not receive critical, honest feedback that offers them choices in order to improve their understanding of how to address the gap, they will miss out on the authentic opportunity to support change.

PASC preparation programs should consider how to ensure all candidates understand

1. the role of gathering critical feedback;
2. which stakeholder groups are most important to give this type of feedback;
3. which stakeholder groups are most impacted by the proposed solutions;
4. the role of an equity-driven leader in being responsive to critical feedback.

Finally, PASC preparation programs need to plan to formatively monitor candidate progress to ensure that they act on critical feedback to improve their plan to address the equity gap as part of their evidence submitted for Step 3.

Step 4: Reflect

In Step 4, candidates are asked to reflect on their leadership practice and write or video record responses to reflective prompts.

Measurement Focus of Step 4

One essential question and analytic rubric is used by an assessor to score the evidence of Step 4.

- Rubric 1.8: How does the candidate reflect on and analyze what they have learned about equity-driven leadership in Cycle 1 (citing from Steps 1, 2, and/or 3) and how, based on the school contexts, they might address a single equity gap for a group of students at the school? How does the candidate provide a rationale for the stakeholder feedback they chose to gather and how the feedback impacted their approach to building positive stakeholder buy-in? How does the candidate use reflection on their own strengths and areas for growth as an equity driven leader to address equity needs for the identified group(s) of students at their school?

Evidence for Step 4 is a reflective narrative (written or video explanation responding to the prompts provided).

PASC preparation programs should encourage candidates to think about the option of a video recording to provide evidence of their ability to reflect on their own practice. Listening to and watching candidates discuss their practice is powerful, and developing the skill to verbalize and clearly and succinctly explain practice is important for all administrators.

Suggestions for Course Instructors to Share with Candidates

It is important that PASC preparation programs

- assist candidates with understanding effective reflective writing by practicing, reading, and discussing reflective writing in courses and seminars;
- provide tools and time for candidates to learn about institutional and/or structural factors that contribute to equity gaps and why equity gaps happen;
- define and provide examples of equity-driven leadership—what does it look like, what does it sound like?;
- support candidates to learn how to write and set learning goals that lead to developing the mind-set needed to become an equity leader.

Leadership Cycle 2: Facilitating Communities of Practice

I. General Overview

Leadership Cycle 2 focuses on helping candidates become effective equity-driven leaders who promote a collaborative professional learning culture in their schools. Through the work completed in this cycle, candidates see the importance and value of co-facilitating collaborative professional learning within a community of practice for the purpose of improving teaching and student learning and/or well-being.

Candidates will start with a broad focus and, through a series of steps, narrow that focus to the identification and implementation of a specific strategy to address one specific educational item. Candidates work with a group of educators to, based on a school site data review, co-determine a problem of practice. The group then collaborates on determining a strategy to implement and through a series of co-facilitated meetings takes action to address the problem of practice. Candidates must submit at least three agendas and three minutes for implementation meetings, video record and annotate meetings, and reflect on early outcomes of the group's findings.

When and Where to Implement Cycle 2

Although Cycle 2 is composed mainly of school site-based fieldwork, PASC preparation programs have options regarding how to support candidates. Cycle 2 could be introduced in a specific content course and then completed in a separate fieldwork course, be the center of a course while the candidate is completing their clinical practice, or a combination of both approaches.

When determining when to schedule Cycle 2, there are several approaches programs may consider.

- If it is determined Cycle 2 will be included as part of a regular course, programs might consider including it in courses that address adult learning theory, professional development, collaboration, and/or instruction.
- Programs that determine Cycle 2 will be included as fieldwork are encouraged to think about where and how the content necessary for successful co-facilitation will be taught. Programs could schedule Cycle 2 fieldwork in the semester/quarter following the course addressing professional learning, collaboration, and/or adult learning theory.
- Another option would be to provide information about collaboration and adult learning through short mini-lessons presented by fieldwork supervisors during the semester in which Cycle 2 is to be completed.

II. Critical Concepts for Leadership Cycle 2

Collaborative Professional Learning through Co-Facilitation

Co-facilitation occurs when each participant in a meeting brings their own unique life experiences; beliefs; knowledge; reactions; and feelings about themselves, the content to be covered, and their role within the group to the meeting. Co-facilitators demonstrate a relationship characterized by mutual responsibility and respect, spend ample time together, and communicate well in order to work together effectively. Team members serve as allies, resources, and supports for each other. They model powerful relationships that celebrate differences and promote an atmosphere of cooperation.

Community of Practice

A community of practice is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Problem of Practice

A problem of practice (how practitioners may improve instructional practice or the system) is an issue embedded in K–12 schools and the communities they serve that is identified locally by school professionals and other stakeholders for further study and action. Problems of practice should, for example, focus on instructional or systemic issues, be directly observable and actionable (i.e., something can be done about them), and connect to a broader strategy of improvement and the school’s or system’s action plan.

Evidence-Based Practice

“Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA [Every Student Succeeds Act] has generally been produced through formal studies and research.”⁴² Examples of evidence-based practices include but are not limited to implementing UDL practices and strategies; providing students with clear lesson goals; questioning to check for understanding; summarizing learning graphically; engaging in productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

III. Leadership Cycle 2 Considerations by Step

Step 1: Investigate

In Step 1, candidates are asked to investigate the current professional learning context at their site and the role that collaborative professional learning plays at the site. It is optimal to plan for candidates to observe and engage in clinical practice at school sites where professional learning is underway, but not all candidates will be at schools where strong collaborative

⁴² <https://www.cde.ca.gov/re/es/evidence.asp>

models are in place. PASC preparation programs can assist students by sharing information regarding both strong collaborative practices and adult learning theory. Understanding how adults learn (andragogy) and strategies for successfully facilitating change is key for successful completion of this cycle. See the annotated bibliography for resources and research.

It is also important for candidates to understand an important part of Step 1 is analysis, specifically the analysis of the impact of collaborative practice (or the lack of collaborative practice) on teaching and student learning and/or well-being. One approach to support candidates with Step 1 is to provide a careful review of the questions in the performance assessment guide and narrative template to clearly understand what is being asked. Candidates need to understand the difference between summarizing professional learning underway and analyzing what the impact is at the school site due to the professional learning. For example, one of the questions in the template for Step 1 asks candidates to provide information about any formal training offered to professional educators (e.g., teachers, specialists, aides, support staff) at the school within the past three years related to collaborative professional learning, communities of practice, or group learning process. Many candidates answer this question related to ALL professional learning conducted at the school and do not focus on training related to collaborative professional learning.

Again, if the candidate is engaging in clinical practice at a school that has offered no collaborative professional learning or training to teachers, they can investigate and write about the impact of this approach. What is important is analyzing the impact that the lack of collaboration is having on teaching and student learning and/or well-being.

Another component of the investigate step is the selection of the community of practice members. The members must include 3 to 5 educators in addition to the candidate. It is recommended the candidate consider 4 to 5 educators to ensure minimal attendance at each meeting. The candidate and individuals who are actively participating in the planning and implementation meetings must be visible in each of the submitted video clips.

If more than one candidate is working at a school site, each candidate is responsible for creating their own community of practice. Candidates may not join forces and work with the same group of educators.

Measurement Focus of Step 1

Two essential questions and analytic rubrics are used by an assessor to score the evidence of Step 1:

- Rubric 2.1: How does the candidate describe and analyze the role of current practices of professional collaboration at the school as the current practices relate 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 choose a group of educators to participate in a community of practice about learning and/or well-being that corresponds to the school’s vision, mission, and/or goals?

Evidence includes a written narrative: Context, Area of Educational Focus, Community of Practice.

Suggestions for Course Instructor to Share with Candidates

The intent of Cycle 2 is for each candidate to form a unique community of practice.

Cycle 2 must be completed at a school site with educators from the school site or who serve the school site. Educators may include a range of adults at the school site (e.g., administrators, teachers, coaches/mentors, support personnel, specialists, aides, parents and/or guardians). PASC preparation programs are expected to assist these candidates in selecting a school site; some possible program-arranged supports for candidates not working at a school while attending the PASC preparation program include (1) approach the principal of a site where the candidate previously worked, (2) contact a site where the program or fieldwork supervisor has a relationship with the current principal, or (3) consult a principal of a site who previously completed the PASC program and understands the program requirements.

Step 2: Plan

This step focuses on the initial planning meeting of the community of practice during which the group agrees on a problem of practice and jointly selects an evidence-based strategy to address the problem of practice related to either student learning or well-being. While many candidates have participated in collaborative groups, many have not led or co-facilitated a community of practice related to a problem of practice. Programs can assist candidates with this lack of experience by helping them understand what a problem of practice is and how it is different from, but related to, a problem statement that is required for Cycle 1, and by co-facilitating during coursework assignments.

Measurement Focus of Step 2

Two essential questions and analytic rubrics are used by an assessor to score the evidence of Step 2:

- Rubric 2.3: Based on the agreed-upon area of educational focus, how does the candidate collaboratively work with the group to select a problem of practice (how practitioners may improve instructional practice or the system) related to student learning and/or well-being and build group ownership?
- Rubric 2.4: How does the candidate explain the collaborative process used to select one relevant evidence-based strategy and work with the group to learn about and monitor implementation of that strategy to address the selected problem of practice? How does the candidate describe the potential impact on student learning and/or well-being?

Evidence includes a written narrative: Problem of Practice and Strategy to Address the Problem of Practice. In addition, meeting agenda and minutes for the planning meeting must be submitted.

Suggestions for Course Instructor to Share with Candidates

Planning Meeting and Implementation Meetings Agendas and Minutes. An essential requirement for both Step 2 and Step 3 is the creation and submission of agendas and minutes that support the candidate's requirements for completion of this cycle. Many candidates are unfamiliar with creating effective agendas and documenting the outcomes of their meetings through minutes. Both agendas and minutes are critical evidence in this cycle. PASC preparation programs need to provide examples of effective agendas and detailed meeting minutes. Candidates must submit one planning meeting agenda and accompanying minutes. Then, candidates must submit at least three agendas and three minutes for each of the three implementation meetings for a total of four agendas and accompanying minutes. Course instructors should teach candidates how to create agendas and minutes that address the requirements of the rubrics.

Identification of Strategies for Implementation. Although initial implementation of the strategy occurs during Step 3, PASC preparation programs should consider helping candidates understand that the time for Step 3 implementation is not long; therefore, the selection of the strategy or strategies to be implemented by the group should be carefully discussed and collaboratively determined. The evidence-based strategy must be both relevant to the students and feasible to conduct at the school site. It is also important to note that initial implementation of the strategy must take place and be documented through the agendas and minutes for at least three meetings although full implementation may continue beyond this investigation. It typically takes four to six weeks to complete a cycle of inquiry. The candidate should plan out the initial implementation phase carefully so that enough time passes for the community of learners to try out the strategy and gather initial findings that they bring back and discuss at each of the implementation meetings.

Step 3: Act

Step 3 requires at least three implementation meetings in which the group learns about the strategy selected in the planning meeting and implements the strategy with the candidate supporting both the whole group's and individuals' learning and collection of initial results. During implementation meetings, the candidate needs to provide evidence of their support in implementing the strategy, addressing challenges, and analyzing initial results and feedback. While most evidence will be presented and seen in the video clips required for Step 3, programs can assist candidates by emphasizing the need for meeting agendas and minutes to also provide documentation of initial results and analysis to inform the learning process.

Measurement Focus of Step 3

Two essential questions and analytic rubrics are used to score the evidence of Step 3:

- Rubric 2.5: How does the candidate co-facilitate group learning—including establishing, reviewing, and using norms; documenting decisions; facilitating a collaborative process (group consensus, feedback, and progress); supporting diverse viewpoints; maintaining group focus and energy; and jointly determining next steps?
- Rubric 2.6: How does the candidate demonstrate leadership as they co-facilitate group meetings and support members, individually and as a group, in learning to implement the evidence-based strategy and use both initial results and feedback from members to help inform the learning process?

Evidence includes three annotated video clips. The video clips must be no more than five minutes each. Candidates and members must be seen and heard in the video clips. In addition, meeting agendas and minutes and key work products must be submitted.

Suggestions for Course Instructor to Share with Candidates

Questions that are frequently asked by programs and candidates include:

- Can all of the video clips be from one meeting?
 - While there is no specific requirement that video clips come from more than one meeting, programs should encourage candidates to seek clips from more than one implementation meeting. It can be difficult for the candidate to show support and co-facilitation within and between meetings if all video clips are from one meeting.
- How should the annotations be distributed among the three video clips?
 - Candidates may use annotations as many times as they determine appropriate to demonstrate their ability to conduct the practice. Candidates must use each annotation at least once. Annotations must be connected to the timestamp identified and should provide a brief explanation of what the candidate is doing and why. Any annotation beyond the 5-minute mark will not be viewed.

Step 4: Reflect

To meaningfully reflect on the process and provide evidence, the candidate gathers feedback from the members of the group at each implementation meeting.

Measurement Focus of Step 4

One essential question and analytic rubric is used by an assessor to score the evidence of Step 4:

- Rubric 2.7: How does the candidate use initial implementation results and feedback from the group—citing evidence from any of the four steps—to analyze their leadership skills and practices in order to identify areas for growth and identify next steps for equitably co-facilitating a community of practice?

Evidence includes a reflective narrative (written or video explanation).

PASC preparation programs should encourage candidates to think about the option of a video recording to provide evidence of their ability to reflect on their own practice. Listening to and watching candidates discuss their practice is powerful, and developing the skill to verbalize and clearly and succinctly explain practice is important for all administrators.

Suggestions for Course Instructor to Share with Candidates

PASC preparation programs can assist candidates by discussing how to gather feedback on their collaborative leadership skills from the members of the group. Some candidates have collected feedback through simple surveys from the group members and then posted them as work products. Some have asked group members to send an email or text explaining what they gained from the implementation meeting and what support they need. Others have conducted informal interviews or held discussions with group members together or individually to gather feedback between meetings, then used that information to plan the next meeting.

After gathering and analyzing feedback, the candidate is required to list initial implementation results and group feedback and then relate those two things to their leadership skills in order to score a Level 3 or above.

Leadership Cycle 3: Supporting Teacher Growth

I. General Overview

PASC preparation programs are advised to embed practice, feedback, and guidance around how to conduct coaching cycles and conduct California Standards for the Teaching Profession (CSTP) focused observations of a teacher’s practice. Preparation suggestions include

- practice conducting a teacher coaching model that uses an equitable leadership lens;
- understanding how the CSTP guide instructional practice;
- supporting asset-focused instructional design, ensuring that all students have access to core curriculum and experience a safe learning environment.

Candidates benefit from learning about and practicing instructional coaching prior to developing their submission evidence for this cycle. Multiple instructional coaching models exist that are well-researched and employed across the educational community. PASC candidates are not charged with following any one prescribed model, but they are expected to conduct two-way, collaborative conversations with the volunteer teacher. Candidates explore how specific CSTP coaching and feedback influence teacher practice and student learning.

Valuable coaching practices include

- trust and rapport building;
- providing time for the volunteer teacher to voice their thoughts on the topics addressed;
- active listening—pausing, paraphrasing, providing data, paying attention to self and others, presuming positive intentions;
- maintaining a CSTP-guided learning focus throughout the cycle’s activities;
- using guiding questions to promote thinking;
- collaboratively determining with a teacher their next steps to advanced teaching practice.

II. Critical Concepts for Leadership Cycle 3

Coaching

Instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on and discuss practical strategies for engaging students and improving their academic learning and sense of safety and well-being at school.

Observation to Guide Instructional Growth

Observing instruction with a focused lens is a powerful tool for an administrator to learn. This cycle provides the opportunity for preliminary candidates to experience how to coach a teacher to choose a limited CSTP focus, observe instruction for that focus, and provide feedback through a coaching dialogue to the teacher about their successes and needs.

California Standards for the Teaching Profession

These standards delineate and define six interrelated domains of California teaching practice: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining Effective Environments for Student Learning; (3) Understanding and Organizing Subject Matter for Student Learning; (4) Planning Instruction and Designing Learning Experiences for All Students; (5) Assessing Students for Learning; and (6) Developing as a Professional Educator. (Please see [California Standards for the Teaching Profession](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf) [<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>].)

III. Leadership Cycle 3 Considerations by Step

Step 1: Investigate

In Step 1, candidates inquire and learn about the current teaching coaching, observation, and/or instructional feedback practices of the school, then describe and analyze these practices.

Measurement Focus of Step 1

One essential question and analytic rubric is used by an assessor to score the evidence of Step 1:

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

Evidence includes a written narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher.

Suggestions for Course Instructors to Share with Candidates

I. Current Practices. The vast majority of PASC candidates rely on what they know about current practices of coaching based on their own personal experience(s) as a teacher. Candidates need to learn about the full range of established coaching and observation practices, and when and why different types of coaching and observation are employed. Greater perspective on local practices may be gained from

- interviewing administrators, at both the site and the district level (e.g., teacher induction administrators);

- reviewing collective bargaining agreements for limitations and requirements of coaching within the organization;
- speaking with the school’s current instructional coaches and the teachers they serve.

II. Volunteer Teacher and Context. Because the existing coaching, observation, and instructional feedback practices will shape the plans for conducting a coaching cycle, programs should prepare course instructors to work with candidates on their selection of the volunteer teacher. Since this is a coaching experience with no evaluation aspects, it is suggested that candidates work with more experienced teachers who may be more familiar with the CSTP, their classroom context, and student assets and learning needs. Teachers currently moving through their induction experiences are also familiar with the CSTP.

The cycle requires candidates to not only explore the current role of teacher coaching but also understand and explain the implications of these findings. Consider front-loading any potential barriers for candidates in completing this cycle (e.g., how to create a crosswalk of teaching standards to the CSTP, if necessary).

Step 2: Plan

Step 2 requires the candidate to use the lens of coaching and instructional feedback and the CSTP to plan for, participate in, and video record a pre-observation meeting with the volunteer teacher. Together the candidate and volunteer teacher jointly select one or two elements of the CSTP to serve as the focus for the observation.

Measurement Focus of Step 2

One essential question and analytic rubric is used by an assessor to score the evidence of Step 2:

- Rubric 3.2: How does the candidate listen to and talk with the volunteer teacher to understand the learning goals, classroom context, and student assets and learning needs; jointly select with the volunteer teacher one or two CSTP elements, including data to be collected; and plan for the observation?

Evidence includes a written narrative: Classroom Context, Lesson, and Observation; the volunteer teacher’s lesson plan; and two annotated video clips of the pre-observation meeting. The video clips may be no more than four minutes each.

Suggestions for Course Instructors to Share with Candidates

I. Conduct the Pre-Meeting. Success of the pre-observation meeting rests to a great extent on preparation prior to the meeting. Ideas to support candidates include the following:

- helping them prepare for the pre-observation meeting, including understanding of the meeting’s purpose, the CSTP, lesson plan expectations, and classroom context, and the terminology required for the cycle (e.g., assets, equity)

- guiding them in developing conversation stems that engage the volunteer teacher in a two-way conversation (in lieu of either a coach lecture or interrogation)
- providing guidance and conversation regarding the importance of selecting the correct student work created during the lesson for analysis at the post-observation meeting; student work should illustrate the volunteer teacher's student learning goals established for the coaching cycle
- reviewing CSTP to understand the differences between the six standards (and the underlying elements of each) and the importance of narrowing the focus for the observation to one element
- assisting with candidates' understanding of how the selection of one or two CSTP elements leads to agreement on a clear focus for the coaching cycle
- reviewing the required video annotations and emphasizing the importance of connecting the annotation to the timestamp
- reviewing and practicing strategies with candidates to illicit best reflective thinking by both the volunteer teacher and the candidate

II. Consider the Observation Tool. Classroom observation tools vary in style, usage, and effectiveness. Programs should work with candidates to review the purpose of the observation tool and what essential components are necessary to effectively work with the volunteer teacher to reach the identified lesson goals. Candidates should be encouraged to select an observation tool that is not used as the school's evaluation tool since the focus of this cycle is nonevaluative coaching.

Programs should acknowledge the many different observation tools available to coaches, working with candidates on observation tools most effective for this cycle. Candidates may be encouraged to select an observation tool not currently used by the school, but more appropriate for the purposes of Cycle 3. For example, the district tool

- may not be at the CSTP-element level or
- may only be a checklist or
- may be evaluative.

Step 3: Act

Step 3 requires the candidate to conduct a classroom observation, collect data, and video record the lesson. In addition, student work is collected from the lesson. Next, the candidate is asked to conduct and video record a post-observation meeting with the volunteer teacher. During the post-observation meeting, the candidate and the volunteer teacher watch the video-recorded lesson, discuss the student work product and data gathered on the CSTP element(s), and collaborate to establish a shared goal for the next coaching and development steps.

Measurement Focus of Step 3

Three essential questions and analytic rubrics are used by an assessor to score the evidence of Step 3:

- Rubric 3.3: How does the candidate recognize and document qualities of teaching practice related to the selected CSTP element(s) and learning goals of the lesson?
- Rubric 3.4: How does the candidate foster a learning conversation in a post-observation meeting using CSTP-focused observation evidence, lesson observation video, and student work with the volunteer teacher regarding strengths and area(s) for growth?
- Rubric 3.5: In partnership with the volunteer teacher, how does the candidate co-determine next steps for professional development, including resources and additional coaching support based on the CSTP-related evidence during the post-observation meeting?

Evidence includes specific notes from the observation and/or forms used to document the observation evidence related to CSTP element(s); student work product example(s); and up to five annotated video clip(s) of the post-observation meeting. The video clips must total no more than 10 minutes and a single clip must be at least 1 minute.

While it is not required to include a clip of the coach and candidate watching the videotape of the classroom lesson, a reference to them watching it together must be included in the video clips.

Suggestions for Course Instructor to Share with Candidates

Candidates will need time to plan, practice, and gather feedback on the skills shown for the next step in this multiple-step cycle, the post-observation meeting. Planning should include viewing the observation video, selecting key portions to discuss, and preparing guiding questions to promote candidate thinking. Programs need to consider how they will

- aid candidates, through a two-way conversation, to develop guiding questions to promote their volunteer teacher's self-reflection during the post-observation conference;
- support individual candidates in determining what preparation is needed for their specific post-conference (e.g., observation notes, the lesson plan, student work samples, classroom video);
- ensure candidates agree to sharing the lesson video with the volunteer teacher **prior to** the post-observation meeting.

Following the classroom observation, candidates are expected to analyze the volunteer teacher's performance and student work products to provide coaching aimed at improving the volunteer teacher's instructional practices and the students' learning. Additionally, candidates

need to engage the teacher in a two-way conversation to reflect on the lesson and co-determine with the volunteer teacher next steps for learning.

Post-observation meetings should be practiced in coursework prior to engaging with the volunteer teacher to ensure candidates possess the needed coaching skills. It is suggested that programs

- assist candidates with understanding the importance of both voices of the post-conference—the candidate/coach and the volunteer teacher;
- review with candidates the multiple components of the two-way conversation, ensuring a deep understanding of the intent and purpose of each element;
- provide guidance (including tools) on ways to collect feedback from the volunteer teacher on the candidate’s instructional coaching skills so that the candidate can determine strengths and areas of growth for themselves as they build their administrative set of skills;
- assist candidates with understanding the skills needed to comment on the jointly watched classroom lesson and examination of student work.

Step 4: Reflect

“Reflection is the element that turns experience into learning.”⁴³ In this step, the candidate is asked to analyze their capacity to coach and reflect on the benefits of coaching for both teachers and students.

Measurement Focus of Step 4

Two essential questions and analytic rubrics are used by an assessor to score the evidence of Step 4:

- Rubric 3.6: How does the candidate analyze their capacity to conduct a CSTP-focused coaching and observation process, based on their experience and feedback from the volunteer teacher, and cite evidence to demonstrate their ability to facilitate and maintain a coaching partnership?
- Rubric 3.7: How does the candidate, informed by a continuous improvement mindset and focus on equitable leadership, understand the potential impact of coaching and reflect on benefits to both teachers and students?

Evidence includes one reflective narrative (written or video explanations).

PASC preparation programs should encourage candidates to think about the option of a video recording to provide evidence of their ability to reflect on their own practice. Listening to and

⁴³ Schön, D. (1983). *The reflective practitioner: How professionals think in action*. London: Temple Smith.

watching candidates discuss their practice is powerful, and developing the skill to verbalize and clearly and succinctly explain practice is important for all administrators.

Suggestions for Course Instructors to Share with Candidates

It is important that PASC preparation programs

- assist candidates with understanding effective reflective writing;
- provide tools and time for candidates to capture input from the volunteer teacher on their instructional coaching skills and include it in their reflection;
- define and provide examples of a continuous improvement mindset in order to reflect on the power of providing coaching feedback to teachers and the impact on student learning;
- support candidates and understand the importance of reflection being conducted through the lens of equitable leadership.

Path to Induction

How Programs Can Understand and Use the CalAPA Data

Passage of the CalAPA is now a requirement of California’s Preliminary Administrative Services Credentialing (PASC) preparation programs; candidates must pass all three cycles of the CalAPA⁴⁴, and complete coursework and fieldwork requirements to be recommended for a preliminary ASC, thus completing the first of two levels of ASC. Once securing an administrative position, the candidate has a maximum of one year to enroll in the second level of preparation, a two-year Clear Administrative Services Credentialing (CASC) induction program.

CASC programs conduct an initial assessment of the candidate’s skills in order to develop an individualized induction plan (IIP). PASC preparation programs contribute to this plan by providing a transition document from the candidate’s preliminary program to the induction program, outlining a candidate’s strengths and challenges. Scores from the three CalAPA cycles provide valuable information regarding program requirements and a candidate’s knowledge and skill levels on the majority of the California Administrator Performance Expectations (CAPE). PASC preparation programs are expected to develop and provide a transition document to all completing candidates.

As preliminary candidates exit their programs and secure their first employment assignment as an administrator, they are assigned to work with an administrative coach who will assist them in their transition to their new context and assignment. Inherent in this work is an understanding that candidates move from the CAPE to demonstrating competency with the [California Professional Standards for Education Leaders](#) (CPSEL). CASC candidates work with their coach for two years to inform professional development and growth that allow for beginning administrators to become accomplished instructional leaders who make meaningful impacts on students, staff, families/guardians, and community. At successful completion of the CASC program, the program recommends the preliminary administrator candidate for the clear administrative services credential.

⁴⁴ Due to COVID-19, the CTC has provided flexibilities for candidates. For candidates who were on track to complete their PASC program between March 2020 and August 31, 2021, but were unable to do so due to pandemic restrictions, alternate arrangements were designed. For details on these alternate arrangements, please consult the [Commission on Teacher Credentialing website](#).

Getting Started: What Program Coordinators Need to Know

I. Staying Connected

CalAPA Program Updates

CalAPA Program Updates provide PASC preparation programs with important and timely information about the CalAPA (e.g., changes to the assessment materials, systems, and policies; important deadlines; upcoming events). These updates are sent periodically via email to CalAPA Coordinators, Primary Score Report Contacts, and additional contacts as designated by PASC preparation programs. Be sure your PASC preparation program contact information is always up to date so that you do not miss any critical updates. Contact es-calapa@pearson.com to find out who your PASC preparation program contacts are or to make changes as needed.

Professional Services Division News

Professional Services Division (PSD) E-News is an electronic newsletter distributed by the CTC's PSD on a weekly basis that provides important updates on program standards, accreditation, performance assessments, and exams. [Subscribe to PSD E-News](#).

CalAPA Office Hours

CalAPA Office Hours provide PASC preparation programs with access to live online support. CTC and Pearson staff are available on a weekly basis to answer questions. Any PASC preparation program course instructor or staff is welcome to attend. See *PSD E-News* for office hour schedules and login access information.

CalAPA Digging Deeper Webinars

CalAPA Digging Deeper webinars are live, interactive online sessions that focus on evidence-based best practices in performance assessment. Join in on these quarterly sessions to hear and share thoughts and ideas around specific performance-related topics. (See *PSD E-News* for schedule and Zoom links.).

CalAPA Coordinator Meetings

CalAPA coordinator meetings are held semi-annually to provide CalAPA coordinators with updates regarding the CalAPA and credentialing processes, procedures, and requirements. Dates and locations are announced via *CalAPA Program Updates* and *PSD E-News*.

Meredith Fellows Implementation Conferences

Meredith Fellows Implementation Conferences are held annually to provide program faculty and staff with a forum to discuss implementation findings and explore evidence-based practices to support candidates, site administrators, and site supervisors as they engage in the California Performance Assessment measures. Dates and locations are announced via *CalAPA Program Updates* and *PSD E-News*.

California Commission on Teacher Credentialing YouTube Channel

CalAPA support webinars that have been recorded are posted on the [California Commission on Teacher Credentialing's YouTube Channel](#).

II. Accessing Information and Resources

Commission on Teacher Credentialing Website

The [Commission on Teacher Credentialing website](#) is the primary source for all PASC program sponsor information, including credentialing, PASC preparation program standards, and accreditation.

California Educator Credentialing Assessments Website

The [California Educator Credentialing Assessments website](#) is the primary source for all California educator credentialing examinations and performance assessment information, including the CalAPA.

Candidates will visit the [California Educator Credentialing Assessments website](#) (<http://www.ctcexams.nesinc.com/>) to do the following:

- [Create or sign-in](#) to their CTC assessment account.
Note: Candidates will establish a single account for all of their CTC performance assessments and examinations.
- [Register](#) for each of the CalAPA leadership cycles separately.
- Upload, manage, and submit their CalAPA cycles via the Pearson ePortfolio submission system.
- Access their [CalAPA results](#).
- Seek assistance from [CalAPA Customer Support](#) for any questions related to CalAPA registration, submission, and score reporting.
Note: Candidates must initiate their own customer support requests. CalAPA Customer Support cannot share candidate information or score results with PASC programs.

Assessment Materials

A CalAPA Overview is available to the general public on the [CalAPA Assessment Materials](#) web page.

Candidates will have direct access to all the respective assessment materials for each CalAPA leadership cycle (e.g., guide, rubrics, templates) through the Pearson ePortfolio submission system once they have registered for each cycle.

PASC preparation programs may access all CalAPA assessment materials via the [CalAPA Faculty Policies and Resources](#) web page. The materials are available for download via password-

protected zip files under the Assessment Materials section. Only CalAPA Coordinators are provided with the password. Contact es-calapa@pearson.com to request the password if you did not receive it or forgot it. Downloaded materials may be shared with course instructors, staff, cooperating teachers and supervisors, and candidates via print or secured program platform.

Guides and Tutorials

There are a number of resources available to assist candidates in preparing their submissions, including tips for recording and preparing videos and step-by-step guides and tutorials for navigating the Pearson ePortfolio submission system. These resources can be found on the [CalAPA Preparation Materials web page](#).

Mid-Range Sample Submissions

Sample CalAPA mid-range submission materials will be made available for download via the CTC's CalAPA Secure Materials website. CalAPA Coordinators only may contact es-calapa@pearson.com to request the website login credentials. Downloaded materials may be shared with course instructors, candidates, cooperating teachers, and supervisors as examples of successful CalAPA submissions via print or secured program platform. Visit the [CalAPA Faculty Policies and Resources](#) web page to see the terms and conditions for use and to access the sample submissions.

Candidate Score Data

PASC preparation programs have access to individual candidate registration/submission status and score reports via the Pearson [edReports](#) data portal. In addition, they have access to *ResultsAnalyzer*[®], a tool for filtering and analyzing both individual and aggregated program-level and statewide candidate data. PASC programs should designate a Primary Score Report Contact who will receive an invitation to set up an account. That individual will then be able to create accounts and manage permission levels for additional course instructors and staff. Contact es-calapa@pearson.com to designate or change your Primary Score Report Contact. (For information on score report formats and schedules, see [Score Reporting](#) below.)

Synchronous Online Setting Guidance

Candidates may complete the CalAPA in synchronous online settings provided they continue to meet all the requirements specified in the performance assessment guides. This includes the ability to obtain sufficient video evidence to support their submissions. Appropriate permissions must be gathered for online learning. Preparation programs must work with candidates to determine the suitability of the online settings and continue to provide adequate support and supervision. For more information, please see [Guidelines for Completing the CalAPA in an Online Setting](#).

Other Useful Resources

CalAPA webinar recordings, presentation slides, and handouts; guidelines for acceptable candidate support; and other community-developed and curated tools and resources can also be found on the [CalAPA Faculty Policies and Resources web page](#).

III. Understanding the Rules and Requirements

Rules and Policies

Candidates must follow the *Rules of Participation* and all other rules, requirements, procedures, and policies as outlined on the [CalAPA Policies web page](#) and throughout the California Educator Credentialing Assessments website. Failure to adhere to these rules and policies could have severe consequences for candidates that could affect their careers as educators. PASC preparation program course instructors and staff are encouraged to become familiar with these rules and policies in order to help their candidates avoid noncompliance.

Originality Policy

Before submitting the CalAPA, teacher candidates must agree to the CalAPA Candidate Attestations, including:

- I am the person who has completed and will submit the assessment materials.
- I have verified permissions for all individuals appearing in any video and can produce such permissions upon request.
- I am sole author of the submission, including written and video narratives, completed templates, video clips of classroom instruction, and/or other evidence.

See the [complete attestations](#).

All candidate written submissions are automatically scanned by software that examines the materials for originality. Submissions flagged for originality will be investigated following set policy, which may result in disciplinary action up to and including the removal of a candidate from the program and denial of an administrative services credential in California.

Submission Requirements

Candidate responses must meet all specified CalAPA Submission Requirements as outlined on the [CalAPA Assessment Policies](#) web page. Failure to meet one or more submission requirements could result in a submission being deemed unscorable, in which case the candidate will receive a score report marked incomplete with one or more condition codes indicating the requirement(s) that were not met. If this occurs, the candidate will need to retake the cycle.

Video Guidelines

Candidates must follow all video guidelines, including securing permissions for all individuals who appear in the video recordings and protecting their privacy by not posting videos on public websites. Complete Candidate Guidelines for Confidentiality of Video Recordings can be found on the [CalAPA Assessment Policies web page](#).

PASC preparation program course instructors and staff must also take similar precautions with candidate videos. Complete Faculty Guidelines for Confidentiality of Video Recordings can be found on the [CalAPA Faculty Policies and Resources web page](#).

CalAPA Materials

The CTC owns all materials, including candidate submissions and data collected in relation to the CalAPA. If a candidate wants to retain a copy of submitted materials and share with support providers based on appropriate permissions, the files should be saved outside of the CalAPA site prior to submission. Once CalAPA materials are uploaded and submitted for scoring, they cannot be returned to candidates or PASC programs.

CalAPA materials and assessment results are stored on secured systems using industry-standard encryption protocols, and access is limited to authorized users. The standard retention period for CalAPA submission materials is four years. Candidate performance results are retained indefinitely. For more information on CalAPA material retention, security, and authorized access, see CalAPA Confidentiality and Security of Candidate Materials and Assessment Data on the [CalAPA Assessment Policies web page](#).

IV. Registration and Scoring Information

Assessment Fees

Candidates must pay the CalAPA assessment fees at the time of registration using a credit card or pre-paid voucher (see [Purchasing Vouchers](#) below). Registrations are valid for one year. Refunds are available within the one-year validity period provided the cycle has not been submitted for scoring. For current assessment fees and more information on expiration, withdrawal, and refunds, see the [CalAPA Fees, Payment Information, and Refund Policy web page](#).

Passing Standard

Candidates must meet a minimum passing standard on each of the CalAPA leadership cycles to successfully meet the CalAPA requirement. The current passing standard is listed on the [CalAPA home page](#). Candidates who do not meet the passing standard on one or more of the CalAPA cycles are entitled to seek remedial support from their PASC program to retake the cycle(s).

Scoring and Quality Management

CalAPA submissions are scored, as needed, by up to three assessors. Scorers are thoroughly trained and specialize in one of the cycles and its rubrics. In order to score candidate submissions, assessors must complete the requisite training, which includes detailed discussions on the scoring system, how to score rubrics, and bias prevention. Scorers must meet a calibration standard prior to scoring any candidate submissions. Scoring quality is monitored on an ongoing basis, including use of the following metrics to monitor ongoing assessor calibration:

- **Inter-rater reliability:** agreement rates between assessors on double-scored submissions
- **Validity submissions:** pre-scored submissions sent out to the assessor pool. Assessors are not aware that they are scoring a validity submission (e.g., blind scoring). Performance on validity submissions is monitored on an ongoing basis and assessors who do not meet the established agreement rates are flagged for additional review.
- **Backreading:** supervisors and lead assessors monitor and read-behind assessors as submissions are scored. Supervisors and lead assessors intervene and remediate assessors on any areas needing recalibration.

Score Reporting

CalAPA scores are reported three weeks after each submission deadline. The current *CalAPA Submission and Reporting Dates* schedule is listed on the [CalAPA home page](#).

Candidates receive an individual *Assessment Results Report* for each CalAPA leadership cycle submission. The report will include a *Rubric Performance Summary* showing both individual rubric scores with corresponding performance descriptions and the overall cycle score. It will also include a *Cycle Performance Summary* showing the status and reporting date for all submitted and scored cycles and the candidate's overall status toward meeting the CalAPA requirement.

PASC preparation programs receive static Institutional Data Reports showing individual candidate results and progress toward overall assessment requirements for all candidates who submitted one or more cycles during a particular scoring window. These reports are delivered through the Pearson [edReports](#) data portal. (For information on edReports, see [Candidate Score Data](#) above.)

Administrative Review

During official scoring, candidate submissions are screened for originality. Submissions are identified for administrative review if screening indicates a match of identical or similar language with other sources. In the event that the administrative review process is not complete by the scheduled reporting date, the results associated with a submission under investigation will be held until the review is complete. To protect the privacy of the candidate and the integrity of the results reporting process, detailed information about the basis for the

administrative review is not available to candidates or programs during this time. For more information on *Administrative Review*, see the [CalAPA Score Reporting Policies web page](#).

Voided Results

A candidate's CalAPA results may be voided if it is determined that the candidate violated any of the *Rules of Participation* or if there is adequate reason to question the validity or legitimacy of their registration or assessment results. For more information, see Voiding of Assessment Results on the [CalAPA Score Reporting Policies web page](#).

Retakes

Candidates may need to retake a cycle for a variety of reasons (e.g., the performance standard was not met, a condition code was received, previous results were voided). When a cycle is retaken, the candidate must re-register, pay all applicable fees, and complete and upload a new submission for scoring. The new submission is scored in its entirety without reference to the previously submitted assessment materials. In most cases, retakes typically include new evidence that has not previously been submitted for scoring. However, revised or edited versions of previously submitted materials may be part of the retake submission.

For more information on retakes and conditions for resubmitting materials, see the CalAPA Retake Policies on the [CalAPA Registration Policies web page](#).

Purchasing Vouchers

PASC preparation programs may purchase CalAPA vouchers and build the cost into their tuition and fee structures, which may allow candidates to use their financial aid to cover the cost of the CalAPA. Candidates would use the vouchers as payment when registering for CalAPA.

CalAPA vouchers are cycle-specific and priced accordingly:

CalAPA Cycle 1	\$125
CalAPA Cycle 2	\$150
CalAPA Cycle 3	\$150

If registering and paying by voucher, candidates will need to use the appropriate voucher for the specific cycle for which they are registering.

To order vouchers for your PASC preparation program's candidates:

1. Complete the [CalAPA Voucher Request Form](#), indicating the number of vouchers you wish to purchase.
2. Attach a check or purchase order payable to Evaluation Systems for the total cost of purchase.

3. Submit your completed voucher request form and payment.
 - If you are submitting a check, mail your completed voucher request form and check to:
Attn: CalAPA
Evaluation Systems, Pearson
300 Venture Way
Hadley, MA 01035
 - If you are submitting a purchase order, email your completed voucher request form and purchase order to estestvoucher@pearson.com, or you may fax your completed voucher request form and purchase order to 413-256-7058.

About CalAPA vouchers:

- Vouchers will be sent via secure encrypted email to the requester within 2 weeks after receipt of a completed voucher request form and payment.
- Vouchers are only valid for use as a form of payment when registering for the CalAPA on the California Educator Credentialing Assessments website.
- Vouchers will be valid for a period of 12 months from the date they are generated.
- Vouchers cannot be applied retroactively to existing registrations. Candidates who are planning to use vouchers should not register prior to receiving their vouchers.

Program coordinators may contact estestvoucher@pearson.com with questions pertaining to vouchers.

Voucher Distribution

Vouchers are distributed to programs in the form of 11-digit alphanumeric codes. Programs are responsible for establishing their own systems for distributing and tracking these codes among their candidates.

Three of the most common issues candidates encounter when using vouchers include the following:

1. **Invalid voucher code:** typically occurs when a candidate mistypes his/her code or the program distributed an incorrect code
2. **Used voucher:** typically occurs when a candidate tries to use the same code more than once or the program issued the same code to more than one candidate
3. **Expired voucher:** occurs when a code has not been used within the allotted 12-month period (see [Voucher Expiration](#) below)

Candidates may contact Customer Support at 866-613-3279 for assistance with voucher codes; however, in most cases, these issues may need to be resolved at the program level.

Voucher Expiration

Vouchers that have expired unused will be replaced by Pearson upon request as a one-time courtesy and sent to the Institution after the original voucher expiration date. Therefore, no refund or credit is available to the Institution for expired vouchers. Vouchers are single-use vouchers, valid for one registration up to the maximum voucher amount. Vouchers that are issued to a candidate and are used by a candidate to register and pay for the assessment fee are not refundable to the Institution or to the candidate.

Verification of Registration

Candidates receive a confirmation email once their registration is complete. If no confirmation is received, candidates need to follow up with Customer Support at 866-613-3279.

CalAPA Glossary

This glossary contains terms as used in this version of the CalAPA Program Guide and the CalAPA performance assessment guides.

504 Plan. Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities and protects students from being denied participation in school programs, services, or activities solely on the basis of disability. A 504 Plan is a written document detailing the accommodations that can assist students with learning and attention issues learn and participate in the general education curriculum. Section 504 defines disability on a broader basis than does IDEA. That is why students who are not eligible for an IEP may meet the criteria for a 504 Plan. Students who meet the definition of a person with a disability under Section 504 are those who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment. The 504 Plan should include a description of the disability, the major life activity limited, the basis for determining the disability and its educational impact, and necessary accommodations.

Academic language development. Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—in other words, it is the language used in classroom lessons, books, tests, and assignments, and it is the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways.

Accommodation. Service or support related to a student’s disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the standard or expectation of the assignment or test.

Age and/or developmentally appropriate higher-order thinking skills (HOTS). A concept popular in American education reform that distinguishes critical-thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include analysis, synthesis, evaluation, interpretation, and transfer. HOTS are based on various taxonomies of learning, such as that propagated by Benjamin Bloom in his *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1956).

Annotations. Notes added by way of comment or explanation. In the California Teacher Assessment system, annotations serve to demonstrate the candidate’s understanding of what they are doing and explanation of why they are doing what is seen in the video (e.g., instructional strategies and practices, collaborative leadership, instructional coaching).

Asset. An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Administrators, students, and teachers alike are valued for what they bring to the classroom or professional group rather than being characterized by what they may need to work on or lack, and therefore are considered assets. Student assets include diversity in **thinking** (e.g., critical, creative, inductive, deductive, holistic, detail focused), **culture** (e.g., ethnic, racial, gender-identity), **traits** (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and **intelligences** (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), **as well as unique experiences or skills** (e.g., travel, outside projects, relevant talents/skills).

California Administrative Performance Expectations (CAPE). The CAPE are the expectations for knowledge, skills, and abilities that a new administrator should be able to demonstrate upon completion of a preliminary California-accredited administrator preparation program. The CAPE have six domains including development of a shared vision; instructional leadership; management and environment; family/guardian(s) and community engagement; ethics and integrity; and external context and policy. These are identical to the six domains of the California Professional Standards for Education Leaders (CPSEL) used to guide administrator induction programs, leading to a clear administrative services credential.

California Content Standards and/or Curriculum Frameworks.⁴⁵ These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum Frameworks, the California Preschool Learning Foundations, and the Expanded Core Curriculum for Students with Visual Impairments.

California English Language Development Standards (CA ELD Standards). The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning

⁴⁵ 2014 English Language Arts/English Language Development Framework: <https://www.cde.ca.gov/ci/rl/cf/>

California Content Standards: <https://www.cde.ca.gov/be/st/ss/>;

California English Language Development Standards (CA ELD Standards): <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>;

California Preschool Curriculum Frameworks: <https://www.cde.ca.gov/sp/cd/re/psframework.asp>;

California Preschool Learning Foundations: <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Expanded Core Curriculum for Students with Visual Impairments: Hatlen, P. (1996). “Expanded Core Curriculum for Students with Visual Impairments.” In *Guidelines for programs serving students with visual impairments* from <https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf>

English as a new language need in order to access, engage with, and achieve in grade-level academic content.⁴⁶

California Preschool Curriculum Frameworks.⁴⁷ These frameworks enrich learning and development opportunities for all of California’s preschool children. They include ideas for how to intentionally integrate learning into children’s play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children’s knowledge, skills, needs, and interests.

California Standards for the Teaching Profession (CSTP). These delineate and define six interrelated domains of teaching practice: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining Effective Environments for Student Learning; (3) Understanding and Organizing Subject Matter for Student Learning; (4) Planning Instruction and Designing Learning Experiences for All Students; (5) Assessing Students for Learning; and (6) Developing as a Professional Educator.

California state indicators/measures.⁴⁸ The six state indicators/measures for schools as identified by the California Department of Education in the [California School Dashboard](#)⁴⁹ (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance,⁵⁰ and college/career readiness).

Classroom context. Classroom context can be defined as characteristics or features of classrooms that do not include the teachers or their teaching. This includes the composition of the student body, classroom structures, resources, as well as school and district policies that teachers must follow.

Co-facilitation. Co-facilitation occurs when each participant in a meeting brings their own unique life experiences, beliefs, knowledge, reactions and feelings about themselves, the content to be covered, and their role within the group to the meeting. Co-facilitators demonstrate a relationship characterized by mutual responsibility and respect, spend ample time together, and communicate well in order to work together effectively. Team members serve as allies, resources, and supports for and to each other. They model powerful relationships that celebrate differences and promote an atmosphere of cooperation.

Coaching (instructional). Instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing

⁴⁶ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

⁴⁷ <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

⁴⁸ The California Department of Education uses the terms “indicators” and “measures” to reference chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, and college/career readiness as both indicators and measures. Throughout this cycle, the term “indicator” will be used.

⁴⁹ California’s new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California’s diverse student population (<https://www.cde.ca.gov/ta/ac/cm>).

⁵⁰ Smarter Balanced Assessment Consortium (SBAC) data include grades 3–8 and 11; however, if longitudinal student academic performance data for other grades are available for your school, you may use those data.

guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning.

Community of practice.⁵¹ Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Content-specific instructional strategies. For classroom teachers, instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPEs) and the State Board of Education framework and/or equivalent. For administrators, instructional coaching employs strategies effective for the classroom/volunteer teacher’s content area as defined by the California Standards for the Teaching Profession (CSTP).

Content-specific pedagogy. Content-specific pedagogy is the specific methods or practices that are used to teach a certain subject. Its focus is on the best-practices for that subject, which are most likely derived through research of the methods or practices.

Deficit thinking. Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.⁵² According to Valencia (1997), “the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions.”⁵³

Designated English Language Development. A protected time during the school day when teachers use the California English Language Development Standards (CA ELD Standards) as the focal standards in ways that build into and from content instruction.⁵⁴

Disability. A child with a disability means a child evaluated in accordance with federal statute as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.⁵⁵

Discrimination. Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socio-economic class, physical ability, or sexual orientation.

⁵¹ Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

⁵² Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

⁵³ Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

⁵⁴ ELA/ELD Framework, 2014

⁵⁵ Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) <https://sites.ed.gov/idea/regs/b/a/300.8>

Document analysis. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic.

English language development (ELD) goals. Specific statements of intended student attainment of essential English language skill development. The English language development goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

English language proficiency. The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. For California, these are delineated in the California English Language Development Standards (CA ELD Standards).

English Language Proficiency Assessments for California (ELPAC). California and federal laws require that local educational agencies (LEA) administer a state-adopted test for English Language Proficiency (ELP) to K–12 students whose primary language is a language other than English. The ELPAC is the state-adopted model for assessing this information and is aligned with the 2012 California English Language Development Standards. This test consists of two separate ELP assessments: one for the initial identification (date of first entry into California public school) of students as English learners (EL) and a second for the annual summative assessment to measure a student’s progress with learning English in four domains: Reading, Writing, Speaking, and Listening. While the families/guardians can opt their EL student out of support classes, they cannot exempt them from the state and federally required testing.

English learner. A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state-approved oral language assessment procedures, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs.

Equity-driven leadership. An equity-driven leader must have the ability to (1) conceptualize schools as complex organizations composed 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, and empowered, and their voices are heard.⁵⁶

Equity gap analysis. The process of identifying discrepancies between resource allocations and outcomes for previously identified underserved students specified in school site/district improvement plans and actual performance in relation to those measures. Results of an

⁵⁶ San Diego State University (2018). Five types of equity driven leadership thinking. In SDSU Handbook for Educational Leadership [Brochure]. San Diego, CA: Author.

equity gap analysis may show, for example, a lack of monitoring for effectiveness; that data are incomplete or insufficient, and require more qualitative data such as student shadowing; or identification of additional underserved student groups.

Evidence-based practice. “Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA [Every Student Succeeds Act] has generally been produced through formal studies and research.”⁵⁷ Examples of evidence-based practices include but are not limited to UDL practices and strategies; providing students with clear lesson goals; questioning to check for understanding; summarizing learning graphically; productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

Facilitation. The act or process of helping to bring about a particular outcome.

Funds of knowledge. Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133).⁵⁸ When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families/guardians of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classrooms in order to provide culturally responsive and meaningful lessons that tap students’ prior knowledge. Information that teachers learn about their students in this process is considered the students’ funds of knowledge.

Gifted and Talented Education (GATE). Under this state program, local educational agencies (LEAs) develop unique education opportunities for high-achieving and underachieving students in the California public elementary and secondary schools. Each school district’s governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE).

⁵⁷ <https://www.cde.ca.gov/re/es/evidence.asp>

⁵⁸ Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, XXXI(2), 132–141.

González, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J., & Johnson, J. (2006). The economic impact of the Hispanic population on the state of North Carolina. Frank Hawkins Kenan Institute of Private Enterprise Report. Kenan-Flagler Business School, University of North Carolina at Chapel Hill.

Inclusive learning environment. Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

Individualized Education Program (IEP). This written document is developed and required for each public-school student who receives special education and related services. The IEP creates an opportunity for teachers, family/guardians, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities.

Individualized Family Service Plan (IFSP). Available for children ages birth to three who qualify for early intervention, an IFSP is the result of a dynamic process that begins with the first contact with a child's family or legal guardian. Because it is based on a partnership between families/guardians and professionals, it is important that staff and families/guardians are flexible during the process to best meet the child's needs. The IFSP will change and grow during this process to reflect the needs of the family/guardian as well as those of the child. Although the legal timelines for the IFSP establish a linear outline for activities, circumstances that affect the child and the family/guardian may interrupt the process and alter the schedule.

Institutional factors. Commonly accepted and deeply ingrained norms, values, beliefs, systems, or practices operating across the broad domain of public educational organizations that, although not explicitly designed to do so, contribute to educational inequities between groups of students (e.g., racial, ethnic, gender, socio-economic, religious, LGBTQ+, special needs, language learners). Such factors often represent insidious or unintentionally discriminatory practices taken for granted or based on longstanding and unchallenged traditions and customs.

Integrated English Language Development. All teachers with English learners in their classrooms use the CA English Language Development Standards in tandem with the CA Common Core State Standards (CCSS) for ELA/Literacy and other content standards.⁵⁹

Local Control and Accountability Plan (LCAP). A three-year plan that identifies goals and measures progress for student groups across multiple performance indicators that is required of all California school districts, County Offices of Education, and charter schools as an accountability measure under the Local Control Funding Formula (LCFF) system. LCAPs must be updated annually.

Modification. Services or support related to a student's disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports *do* fundamentally alter the standard or expectation of the assignment or test.

⁵⁹ ELA/ELD Framework, 2014

Multi-Tiered System of Supports (MTSS). An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Problem of practice. An issue embedded in K–12 schools and the communities they serve that is identified locally by school professionals and other stakeholders for further study and action. Problems of practice are focused on the actions of the practitioners in the system as they strive to improve instructional or systemic problems. Problems of practice should be directly observable and actionable (i.e., something can be done about them), and they should connect to a broader strategy of improvement and the school's or system's action plan.

Problem statement. A clear, concise description of the issue(s) that need(s) to be addressed by a problem-solving team. It is used to center and focus the team at the beginning of the effort, to keep the team on track during the effort, and to validate that the effort delivered an outcome that solves the problem statement.⁶⁰

Qualitative data. Traits, attributes, characteristics, properties, and qualities of phenomena that can be observed, but not numerically measured. Qualitative data can be categorized or described but, because they are non-numerical, cannot be subjected to arithmetic or statistical operations.

Quantitative data. Numerical data expressing a certain quantity, amount, or range. Usually, there are measurement units associated with the data (e.g., meters, degrees, score points). Arithmetic and statistical operations may be applied to quantitative data.

Redacted. Edited especially in order to obscure or remove sensitive/personally identifiable information (text) from a document.

SAMR Model. An acronym that stands for Substitution, Augmentation, Modification, and Redefinition.

Social-emotional development. Includes the student's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005). It encompasses both intrapersonal and interpersonal processes.

⁶⁰ <http://www.ceptara.com/blog/how-to-write-problem-statement>

Social identity. The cultural identities of students⁶¹ are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

Structural factors. The explicit, intentional, or operational features of an organization (e.g., management systems, decision-making protocols, personnel practices, core technologies, student support systems, and policies within a school or a district) that foster disparate opportunities or inequitable student access to competent, appropriate, and rigorous teaching and learning experiences. Structural factors also represent how professional roles, responsibilities, tasks, relationships, or resources are organized and managed in ways that support or impede equitable education for all students.

Student group. A distinct group within a group; a subdivision of a group (i.e., a group whose members usually share some common differential quality).

Timestamp. A timestamp is a sequence of characters or encoded information identifying when a certain event occurred, usually giving date and time of day, sometimes accurate to a small fraction of a second.

Universal Design for Learning (UDL).⁶² A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Well-being. The state of being comfortable, healthy, or happy.

⁶¹ Savage, S. (2005). The cultural identity of students: what teachers should know. Retrieved from https://www.redorbit.com/news/education/246708/the_cultural_identity_of_students_what_teachers_should_know/

⁶² <https://udlguidelines.cast.org/>