

CalAPA Update for Administrative Services Preparation Programs



March 1, 2017

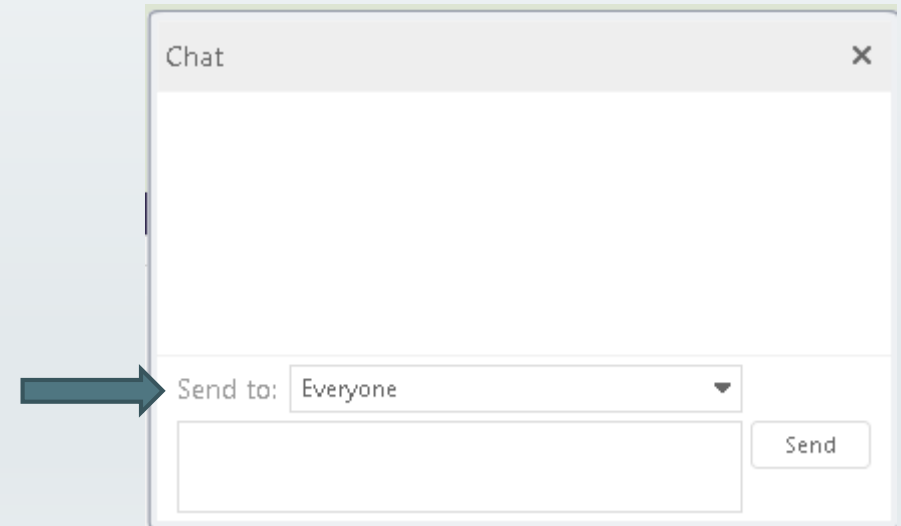


Logistics: WebEx Features

- Mute and Unmute

- Participant panel Participants

- Chat
 - Send questions to "Everyone". Chat



Introductions

- **Amy Reising**, Director, Performance Assessment Development, Commission on Teacher Credentialing (CTC)
- **Gay Roby**, CTC Consultant
- **Tina Frushour**, Evaluation Systems
- **Laurie Thornley**, Evaluation Systems

History of Performance Assessment in California

1998	SB 2042 (EC §44320.2)
2000-2003	Under a federal grant, Commission developed its model teaching performance assessment (TPA) and provided to the field
2003-2007	Preparation programs voluntarily implement the CalTPA
July 1, 2008	State required Commission-approved TPA for preliminary credential
2015	State funds for redevelopment of CalTPA and development of an Administrator Performance Assessment
2016-2018	Develop CalAPA (design, development, pilot test, field test, standard setting, implementation)



ASSESSMENT DEVELOPMENT

CalAPA Development Process

Adopted Assessment Design Standards

Adopted Revised Administrator Performance Expectations (CAPE)



Administrator Performance Assessment

Design Standards

- Diagnostic rubrics with multi-level performance levels
- Centrally scored (statewide, with local option)
- Embedded within programs; evidence derived from on-the-job practice
- Substantively related to performance expectations
- Specific leadership focus

Administrator Performance Expectations (CAPEs)

- Foundation of what educators new to the profession should know and be able to demonstrate at the point of initial licensure
- Integral role in determining the design and delivery of preparation program curriculum and fieldwork experiences for candidates
- Aligned with the California Professional Standards for Educational Leaders (CPSEL)

Validity Study of Administrator Performance Expectations

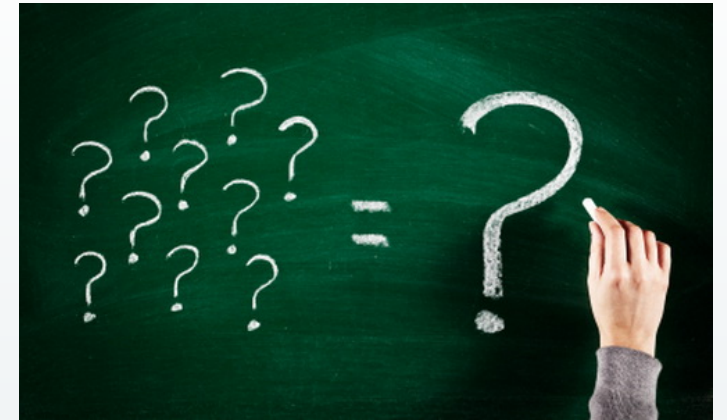


CalAPA Design Team

- Fifteen California educators appointed by CTC's Executive Director
- Extensive experience with preparing candidates representing the full range of preparation programs, induction programs, practitioners, and the geographic regions of California
- Attend meetings over two years (2016-2018)
- Provide recommendations to the design of tasks, rubrics, scoring processes, materials for candidates and programs
- Review pilot and field test data and make recommendations to revise performance assessment

CalAPA Development Timeline

December 2015	CTC Adopts Design Standards
Spring 2016	CAPE Validity Study
June 2016	CTC Adopts Revised CAPEs
June-December 2016	Assessment Cycle and Scoring Rubric Development with Design Team
January-April 2017	Pilot Test (28 programs)
Fall 2017-Spring 2018	Field Test
Spring 2018	Standard Setting
June 2018	CTC Adopts Passing Standard
Fall 2018	Operational Administration



QUESTIONS?

Send questions to "Everyone" using Chat.



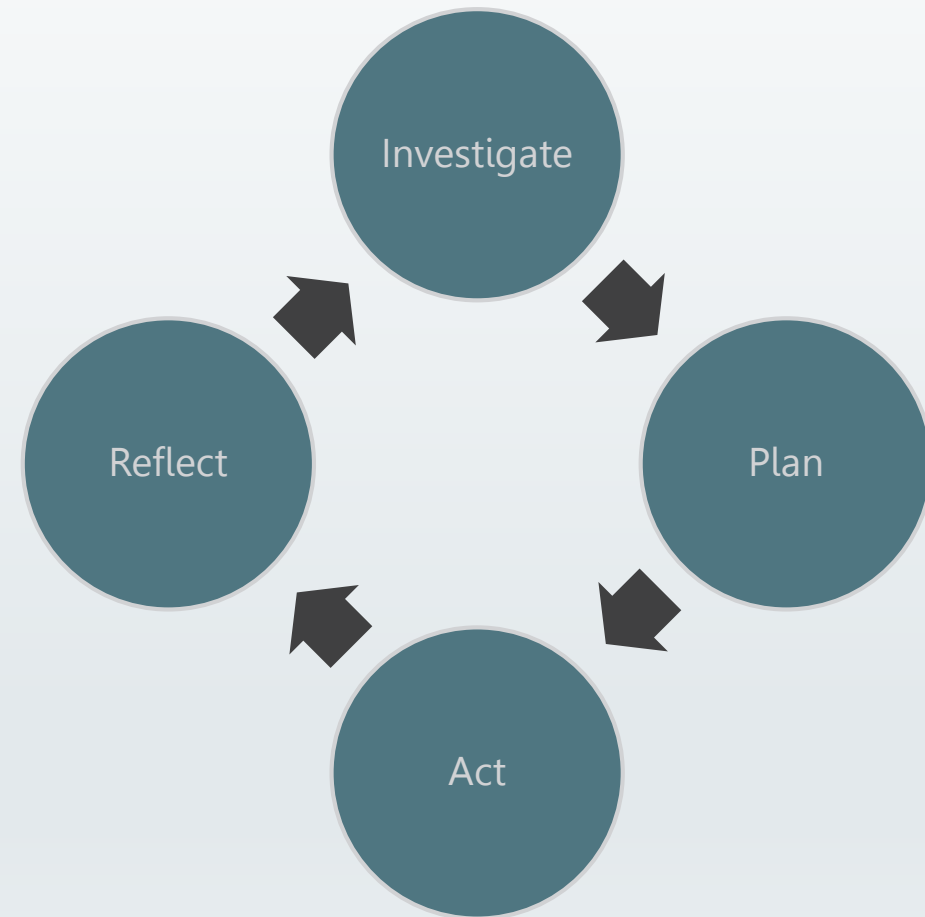
ASSESSMENT DESIGN

Key Design Features

- Leadership cycle: *Investigate, Plan, Act, Reflect*
- Diagnostic, formative feedback to candidates and programs
- Centrally scored (statewide, with local option)
- “Natural harvest” of evidence
- Choice in how to present evidence including option to provide reflection in either video or written narrative
- Formative nature by allowing feedback on one leadership cycle before completing the next cycle

CalAPA Structure: Three Leadership Cycles

- Leadership Cycle 1:
Facilitating Professional Learning
- Leadership Cycle 2:
Planning School Improvement
- Leadership Cycle 3:
Supporting Teacher Growth



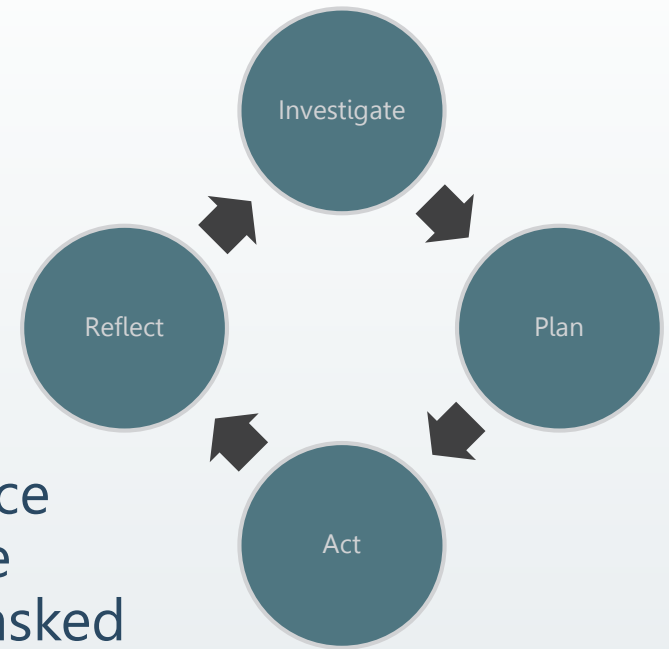


LEADERSHIP CYCLE 1

Facilitating Professional Learning

Facilitating Professional Learning

- **Leadership Cycle 1** focuses on facilitating collaborative professional learning among a group of educators for the purpose of improving teaching practice and student learning in one focus area. Within the cycle of investigate, plan, act, and reflect, candidates will be asked to identify and work with a small group of educators to engage in structured, evidence-based learning activities. The group will identify a professional problem of practice and identify a strategy to address the problem of practice that will yield improvements in equitable learning for all students.



Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Investigate (template provided)	<ul style="list-style-type: none"> Investigate the role of professional learning at the school site/district. 	<ul style="list-style-type: none"> Written Narrative: Professional Learning at the School Site/District
Step 2: Plan (template provided)	<ul style="list-style-type: none"> Select a new or existing group of two to five educators to engage in professional learning and work with the group to identify a problem of practice based on relevant student data. Work with the group to select a strategy to address the problem of practice that will be the focus for the group's professional learning to yield improvements in equitable learning for all students. Provide an overview of the group, the problem of practice, and the strategy selected to address the problem of practice, including evidence-based rationales for the process and content of the professional learning. 	<ul style="list-style-type: none"> Written Narrative: Description of the Group and Its Focus for Professional Learning
Step 3: Act (templates provided)	<ul style="list-style-type: none"> Facilitate meetings to promote ongoing professional learning for the group as they learn and implement the strategy to address the problem of practice. Document the group's professional learning. Video-record one or more meetings, select 1 video clip that provides evidence of your facilitation and support of the group, and provide annotations to the video clip. Use the following titles in the annotations: <ul style="list-style-type: none"> Collaboration, Maintaining Group Focus, Providing Support Describe the group's professional learning process and outcomes. 	<ul style="list-style-type: none"> Agendas and minutes for all group meetings and/or key collaborative work products 1 video clip with written annotations (a title and brief rationale) Written Narrative: Description of Group Learning Process and Outcomes
Step 4: Reflect (template provided)	<ul style="list-style-type: none"> Obtain and analyze feedback from the group about the group learning process and how knowledge and practice changed as a result of group learning. Analyze your own experience of facilitating group learning. Reflect on your learning. 	<ul style="list-style-type: none"> Reflective Narrative (written or video)



LEADERSHIP CYCLE 2

Planning School Improvement

Planning School Improvement

- **Leadership Cycle 2** focuses on developing a written, one-year plan for improving student learning, informed by data collection and analysis. Within the cycle of investigate, plan, act, and reflect, candidates will be asked to review current school/district improvement planning, school and community contexts, and the school/district vision and mission or goals; conduct an equity gap analysis; collect and analyze multiple sources of quantitative and qualitative data; conduct a root cause analysis, culminating in a problem statement related to student learning; and prepare an electronic presentation, summarizing the results of your analysis for stakeholders. Candidates will then develop a one-year, multi-strategy written plan for improving student learning and solicit stakeholder feedback regarding the plan.



Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Investigate (template provided)	<ul style="list-style-type: none"> • Collect and review existing plans (e.g., LCAP, WASC, SPSA, ELAC, Perkins, charter, schoolwide grant) that align with and inform the vision and mission and/or goals of the school site/district. • Describe the political, social, economic, and cultural contexts of the school and community. • Identify current school site/district planning processes that will inform future vision and mission and/or goal development. 	<ul style="list-style-type: none"> • Written Narrative: Improvement Planning Review and Analysis
Step 2: Plan	<ul style="list-style-type: none"> • Conduct an equity gap analysis and identify an area of need at the school site/district. • Develop and implement a data collection plan to identify, collect, analyze, and evaluate quantitative data (e.g., grades, enrollment, surveys, subset scores) and qualitative data (e.g., interviews, observations, student shadowing). • Conduct a root cause analysis, culminating in a problem statement. • Prepare an electronic presentation for stakeholders, summarizing the findings of your review and supporting the root cause analysis and problem statement. 	<ul style="list-style-type: none"> • Presentation: Sharing the Problem Statement with Stakeholders
Step 3: Act (template provided)	<ul style="list-style-type: none"> • Gather input from appropriate stakeholders to inform your written one-year plan to address the problem statement. • Conduct inquiry to develop action strategies to address the problem statement. • Prepare a written, one-year, multi-strategy plan in the identified priority area for improving student learning. 	<ul style="list-style-type: none"> • Multi-Strategy Plan in the Identified Priority Area for Improving Student Learning
Step 4: Reflect (template provided)	<ul style="list-style-type: none"> • Solicit feedback from stakeholders regarding the feasibility of the implementation of the plan. • Reflect on your learning. 	<ul style="list-style-type: none"> • Reflective Narrative (written or video)

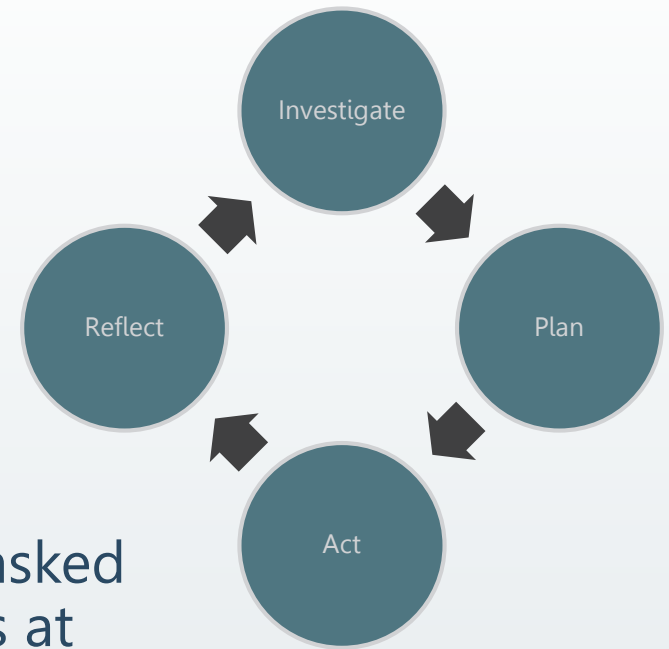


LEADERSHIP CYCLE 3

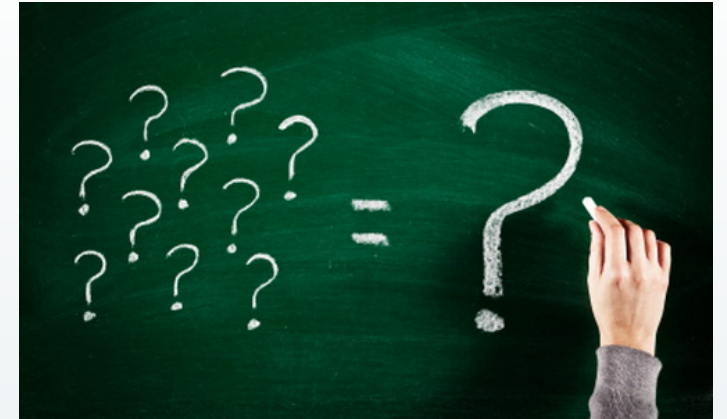
Supporting Teacher Growth

Supporting Teacher Growth

- **Leadership Cycle 3** focuses on coaching an individual teacher through a collaborative study of the teacher's practice to promote student learning. Within the cycle of investigate, plan, act, and reflect, candidates will be asked to become familiar with observation/coaching practices at the school; identify a volunteer teacher to coach; and conduct two full coaching cycles, each including a pre-observation meeting, a focused classroom observation, and a post-observation meeting.



Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Investigate (template provided)	<ul style="list-style-type: none"> Familiarize yourself with teacher observation/coaching practices at the school and review the California Standards for the Teaching Profession (CSTP). Identify a volunteer teacher for the two coaching cycles and review context information for the teacher’s classroom. Provide a summary of the context for the two coaching cycles. 	<ul style="list-style-type: none"> Written Narrative: Summary of Context for the Coaching Cycle Forms or documents used for classroom observation/coaching
Step 2: Plan (templates provided)	<ul style="list-style-type: none"> Plan and conduct a pre-observation meeting for each of the two coaching cycles. Video-record both pre-observation meetings, and select one clip as evidence of your coaching. Provide annotations to the video clip that include brief rationales for practices seen in the video clip. Use the following titles in the annotations: <ul style="list-style-type: none"> Context and Students, CSTP Element(s), Teacher’s Needs and Interests 	<ul style="list-style-type: none"> 2 Written Narratives: Summaries of Pre-Observation Meetings 1 video clip with annotations (a title and a brief rationale)
Step 3: Act (template provided)	<ul style="list-style-type: none"> Conduct a classroom observation for each coaching cycles. Video-record the teacher’s instruction. For each of the two coaching cycles, analyze observations and select one video clip that demonstrates teaching practice related to the selected CSTP element(s). Conduct a post-observation meeting for each of the two coaching cycles. Video-record the meetings and select one clip that provides evidence of your coaching. Provide annotations to the video clip that include brief rationales for practices seen in the video clip. Use the following titles in the annotations: <ul style="list-style-type: none"> Facilitation of Teacher’s Reflection, Teacher’s Reflection, Coach’s Feedback, Analysis of Data and Other Evidence, Agreed-Upon Next Steps 	<ul style="list-style-type: none"> Volunteer teacher’s lesson plan(s) for the 2 classes you observed 2 video clips of teacher’s instruction Notes from observations and/or forms used to document observations 1 video clip of the post-observation meetings with annotations (a title and a brief rationale)
Step 4: Reflect (template)	<ul style="list-style-type: none"> Reflect on your learning and leadership development. 	<ul style="list-style-type: none"> Reflective Narrative (written or video)



QUESTIONS?

Send questions to “Everyone” using Chat.



LEADERSHIP CYCLE RUBRICS

Key Features

- One rubric per step (*Investigate, Plan, Act, Reflect*)
- 5-levels of performance
- Qualitative descriptors of performance
- Holistic with formative feedback
- Tied directly to the evidence submitted
- Measures the CAPEs

Rubric Outline

- Leadership Cycle 1: Facilitating Professional Learning
 - Rubric 1.1 for Step 1: Investigate
 - Rubric 1.2 for Step 2: Plan
 - Rubric 1.3 for Step 3: Act
 - Rubric 1.4 for Step 4: Reflect
- Leadership Cycle 2: Planning School Improvement
 - Rubric 2.1 for Step 1: Investigate
 - Rubric 2.2 for Step 2: Plan
 - Rubric 2.3 for Step 3: Act
 - Rubric 2.4 for Step 4: Reflect

Rubric Outline

- Leadership Cycle 3: Supporting Teacher Growth
 - Rubric 3.1 for Step 1: Investigate
 - Rubric 3.2 for Step 2: Plan
 - Rubric 3.3 for Step 3: Act
 - Rubric 3.4 for Step 4: Reflect

Rubric 1.2 for Step 2: Plan

Evidence Required:

1. Provide an overview of the group, the problem of practice, and the strategy selected to address the problem of practice, including evidence-based rationales for the process and content of the professional learning.

Level 1	Level 2	Level 3	Level 4	Level 5
Little or no effective, relevant, or appropriate evidence is provided in the narrative to describe:	Limited, partially relevant, incomplete, and/or inappropriate evidence is provided in the narrative to describe:	Adequate and generally appropriate evidence, with some relevant analysis, is provided in the narrative to describe:	Appropriate evidence, with relevant analysis and detail that may need organization, is provided in the narrative to describe:	Comprehensive evidence, with thorough analysis and significant, relevant, and appropriate detail, is provided in an organized narrative to describe:

- the professional learning group, including:
 1. a list of the members by role and the reason(s) for each member's inclusion
 2. the group's demographics and how it mirrors or is different from the school's demographics
 3. how group members' commitment was obtained
 4. how the evidence-based process was chosen
- the problem of practice, including:
 1. how it relates to school or district priorities
 2. how the group used student demographics, academic performance, and/or other information to select the problem of practice
- the professional learning strategy, including:
 1. how the selected strategy addresses the problem of practice
 2. the group's evidence-based rationale for the strategy selected
 3. what improvements the group expects the strategy to yield

CAPE Measured: 2, 3, 5

QUESTIONS?

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What's Next?

- Pilot Test: January-April 2017
- Pilot Scoring: April 2017
 - In-person training and calibration
 - Consensus scoring in small groups
- Program Technical Assistance
 - Implementation Think Tanks: May 2017
 - CalAPA Workshop and Pilot Study Findings: June 2017
- Field Test: Fall 2017-Spring 2018
 - Entire assessment system, including registration, submission, and scoring
 - Recruitment for field test participants begins Spring 2017
- Standard Setting: Spring 2018
- Operational Administration: Fall 2018
 - Year-round submission deadlines and results reported within three weeks of deadline
 - Online resources (e.g., website, example responses, handbook)





News

11/08/16: Update on the Redevelopment of the California Teaching Performance Assessment (CaITPA).

10/12/16: Update on the Redevelopment of the Teaching Performance Assessment (CaITPA).

Welcome!

► This site provides information about the work of the California Commission on Teacher Credentialing to revise the California Teaching Performance Assessment (CaITPA) and to develop a new assessment, the California Administrator Performance Assessment (CaAPA). Here you will find the latest updates on these efforts and how California educator preparation programs can get involved.

www.ctcpa.nesinc.com

- About
- Pilot Test
- Field Test
- Scoring
 - Assessor Application
- FAQs
- Contact Us

CalAPA Assessor Qualifications

To be eligible to score the California Administrator Performance Assessment (CalAPA), an applicant **MUST**:

- hold a current California Clear or Life Administrative Services Credential,


AND

- have a minimum of three (3) years of current or recent experience as an administrator in California.
- OR**
- have a minimum of three (3) years of current or recent experience as a member of a Commission-approved preliminary or clear administrative services preparation program.

To apply visit: www.ctcpa.nesinc.com

CalAPA Operational Support Materials

- Candidate handbook and tutorials for technical support
- Program handbook and faculty support
- Cycle directions and rubrics
- Templates to support candidate success
- Example submissions (exemplars)
- Candidate Support Center
 - Phone
 - Email
 - Live chat




CalAPA
California Administrator
Performance Assessment

Leadership Cycle 1

Facilitating Professional Learning

Leadership Cycle 1 Evidence Specifications Chart

Step	Evidence	Supported File Types	Number of Files		Ex
			Min	Max	
Step 1: Investigate	Written Narrative: Professional Learning at the School Site/District	.doc; .docx; .pdf	1	1	N/A
Step 2: Plan	Written Narrative: Description of the Group and Its Focus for Professional Learning	.doc; .docx; .pdf	1	1	N/A
Step 3: Act	Agendas and minutes for all group meetings and/or key collaborative work products	.doc; .docx; .pdf			



CalAPA
California Administrator
Performance Assessment

*CalAPA Leadership Cycle 1
Facilitating Professional Learning*

Step 2: Plan

Description of the Group and Its Focus for Professional Learning Template

Directions: Respond to the questions below to describe the group and explain the focus for professional learning that the group chose. Type your responses within the brackets following each prompt.

- Describe the group selected for this leadership cycle, including a list of the members (by role, not name) and the reason(s) for each member's inclusion.
 - a brief description of the group's demographics and how this mirrors or is different from the school's demographics

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CALIFORNIA
Performance Assessments
for Teachers and Leaders

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CalAPA

- About CalAPA
- CalAPA Pilot
- CalAPA Scoring

Quick Links

- Contact Us
- Frequently Asked Questions



CalAPA
California Administrator
Performance Assessment

About CalAPA



At its September 2013 meeting, the commission announced the requirements for earning a preliminary administrative services credential to include, when developed, passage of an administrator performance assessment. The CTC is developing a model of administrator performance assessment, the California Administrator Performance Assessment (CalAPA), which is expected to be completed and ready for use in 2016-19. The redevelopment effort includes the following main steps:

Review the CAPEs

CalAPA Operational Infrastructure

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

DISCUSSION/QUESTIONS



Technical questions: es-calapa@pearson.com

Policy questions: areising@ctc.ca.gov

grobby@ctc.ca.gov

IMPORTANT RESOURCES

[Update on the Development of the California Administrator Performance Assessment \(CalAPA\)](#)

[Administrative Services Credential Program Standards](#)

Commission on Teacher Credentialing: www.ctc.ca.gov

California Performance Assessments for Teachers and Leaders: www.ctcpa.nesinc.com

THANK YOU FOR ATTENDING
